

# Accessible Slide Design

This slide deck offers some tips for designing accessible slide presentations

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Connected Learning Advisory

With support from Linda Ojala and Chrissie Butler (CORE Education)



## Empathy drives design

Think about how your design choices impact others and ask:

- Is everyone able to perceive the information?
- Is everyone able to navigate and interact with the content?
- Is everyone able to understand the content?

Reference: [Getting Started with Presentation Accessibility](#),  
[National Centre on Accessible Education Materials](#)



## Design considerations

- Clearly articulate your purpose and key takeaways
- Identify participant needs
- Identify and mitigate possible barriers for participants
- Support structure and navigation (e.g. create sections, subheadings, ....)

[Reading: 10 tips for better slide decks \(TED Talks\)](#)



## Accessible slides

- Declutter
  - Essential text only, large font
  - Visual clutter
- Style consistency
  - Font, colour scheme, layouts etc
- Text
  - High contrast colours
  - Clear background
- Image descriptions (alt text)



# Examples





Accessible educational materials, or AEM, are materials and technologies **usable for learning across the widest range of individual variability**, regardless of format or features. Whether a material or technology is **designed from the start to be accessible** for all learners or is made accessible for learners with disabilities, it is considered AEM.

Accessible educational materials (AEM) or accessible instructional materials (AIM) are print- and technology-based learning materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of media type (**print, digital, graphic, audio, video**).

[National Center on Accessible Educational Materials](#)



E.g. Essential text only

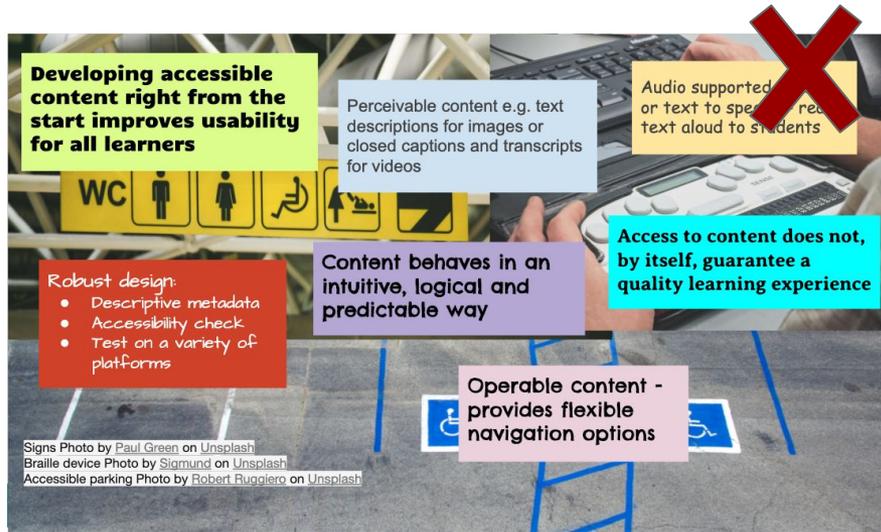


### Accessible Education Materials

- designed for widest range of individual variability
- accessibility designed from the start

[National Center on Accessible Educational Materials](#)





E.g. Declutter

Braille device Photo by Sigmund on Unsplash

**Develop accessible content right from the start**

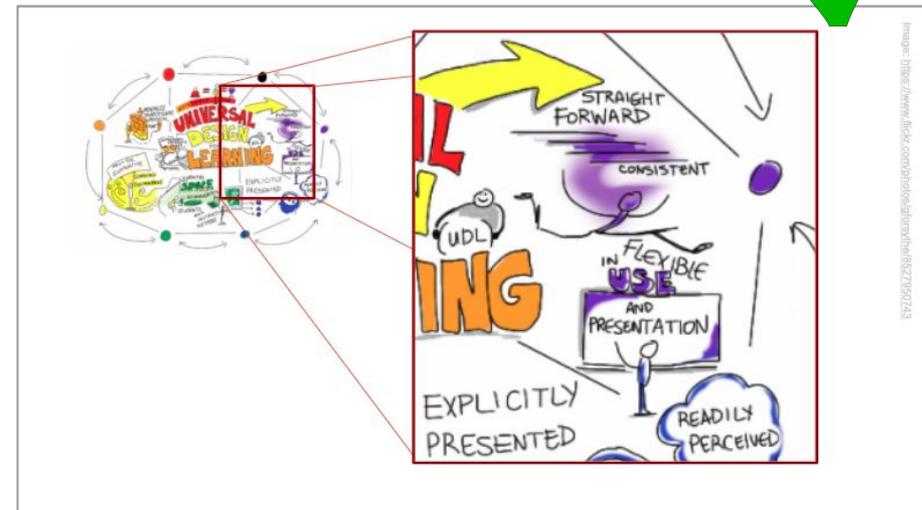
- Perceivable content
- Flexible navigation options
- Content that behaves intuitively
- Robust design:
  - Metadata
  - Accessibility check
  - Test on a variety of platforms

Remember....

**Access alone does not guarantee quality learning**



E.g. Ensure you can read diagrams or avoid them



E.g. Avoid adding unreadable tables or diagrams



**UDL Guidelines**

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

The UDL principles are based on the three-network model of learning that take into account the variability of all learners—including learners who were formerly relegated to “the margins” of our educational systems but now are recognized as part of the predictable spectrum of variation.

Area	Engagement	Representation	Action & Expression
Recruiting Interest	<ul style="list-style-type: none"> <li>Optimize individual choice and autonomy</li> <li>Offer relevant, authentic, and challenging</li> <li>Minimize threats and distractions</li> </ul>	<ul style="list-style-type: none"> <li>Offer ways of connecting the display of information</li> <li>Offer alternatives for auditory information</li> <li>Offer alternatives for visual information</li> </ul>	<ul style="list-style-type: none"> <li>Key the methods for response and navigation</li> <li>Balance access to tools and assistive technologies</li> </ul>
Sustaining Effort & Persistence	<ul style="list-style-type: none"> <li>Highlight salience of goals and objectives</li> <li>Key resources and resources to optimize challenge</li> <li>Foster collaboration and community</li> <li>Increase timely, varied feedback</li> </ul>	<ul style="list-style-type: none"> <li>Clarify vocabulary and symbols</li> <li>Clarify syntax and structure</li> <li>Support decoding of text, mathematics of notation, and symbols</li> <li>Provide understanding across languages</li> <li>Rescue through multiple media</li> </ul>	<ul style="list-style-type: none"> <li>Use multiple modes for communication</li> <li>Use multiple tools for construction and composition</li> <li>Build fluency with graduated levels of support for practice and performance</li> </ul>
Self Regulation	<ul style="list-style-type: none"> <li>Provide opportunities and models that optimize motivation</li> <li>Facilitate personalizing goals and strategies</li> <li>Develop self-assessment and reflection</li> </ul>	<ul style="list-style-type: none"> <li>Activate or engage background knowledge</li> <li>Highlight patterns, critical features, big ideas, and relationships</li> <li>Clarify information processing and organization</li> <li>Maximize transfer and generalization</li> </ul>	<ul style="list-style-type: none"> <li>Enable opportunities for setting goals</li> <li>Support planning and strategy development</li> <li>Support managing information and resources</li> <li>Enhance capacity for monitoring progress</li> </ul>

**Expert learners who are...**

<b>Purposeful &amp; Motivated</b>	<b>Resourceful &amp; Knowledgeable</b>	<b>Strategic &amp; Goal-Directed</b>
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Image: <https://nzcurriculum.tki.org.nz/Key-competencies/Tools/Key-competencies-in-teaching>



**The UDL guidelines**

A tool to support implementation of Universal Design for Learning

Three principles





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E.g. Avoid adding unreadable tables or diagrams



**Three principles of UDL**

Multiple means of Engagement	Multiple means of Representation	Multiple means of Action & Expression
Supporting engagement for all	Supporting students understand	Support students to act and show learning
Provide options for recruiting interest	Provide options for perception	Provide options for physical action
Provide options for sustaining effort & persistence	Provide options for language and symbols	Provide options for expression and communication
Provide options for self regulation	Provide options for comprehension	Provide options for executive function

CORE Education



E.g. Avoid adding unreadable tables unless it is a visual prompt for a participant activity



**UDL Guidelines**

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### The UDL guidelines

- tool supports implementation
- three principles
- Interactive UDL Graphic
- Ideas and examples of each checkpoint

Activity:  
[Click to explore the UDL guidelines](#)



**Universal Design for Learning Guidelines**

Provides multiple means of Engagement

Provides multiple means of Representation

Provides multiple means of Action & Expression

Recruiting Interest

Perception

Physical Action

Sustaining Effort & Persistence

Language & Symbols

Expression & Communication

Self Regulation

Comprehension

Executive Functions

Expert Learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed



E.g. Use high contrast text and take great care with text over images

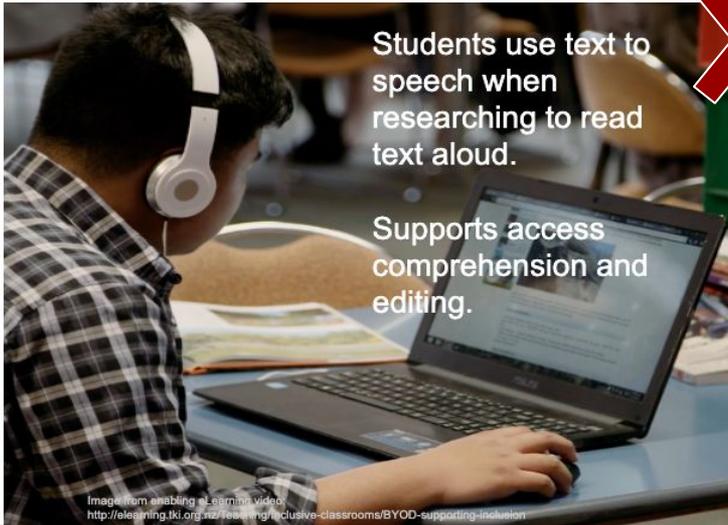




Photo by Gabriel Rodrigues on Unsplash

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[National Center on Accessible Educational Materials](#)

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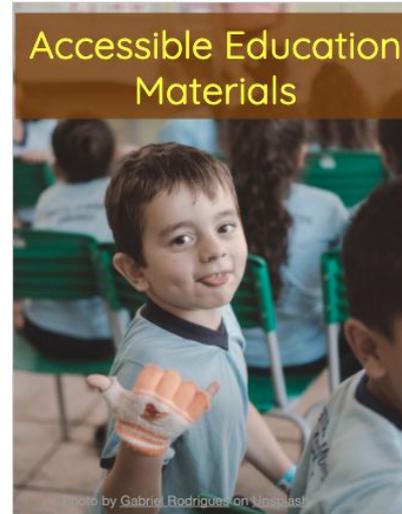


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[Reading: 10 tips for better slide decks \(TED Talks\)](#)

“Accessibility allows us to tap into everyone’s potential.” – Debra Ruh

E.g. Decide on key ideas for each slide and avoid unnecessary extras

“Accessibility allows us to tap into everyone’s potential.”

Debra Ruh

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More complex and harder to access

**Chelsea Market**

AMANTIC SC

Architects

*Pacifico*

**Bree Serif**

Comic Sans

*Corsiva*

*Caveat*

**Slackey**

E.g. Use a simple font, keep them consistent throughout the slide deck

Simple

Arial

Courier

Calibri

Verdana

Georgia

Helvetica





## Low contrast examples

Text here	Text here
Text here	Text here And watch colour blindness
Text here	Text here

E.g Use high contrast, keep consistent colour schemes throughout the slide deck



## High contrast examples

Text here	Text here
Text here	Text here
Text here	Text here



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