

# 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



Photo by Gabriel Rodrigues on Unsplash

### Accessible Education Materials

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

[National Center on Accessible Educational Materials](#)





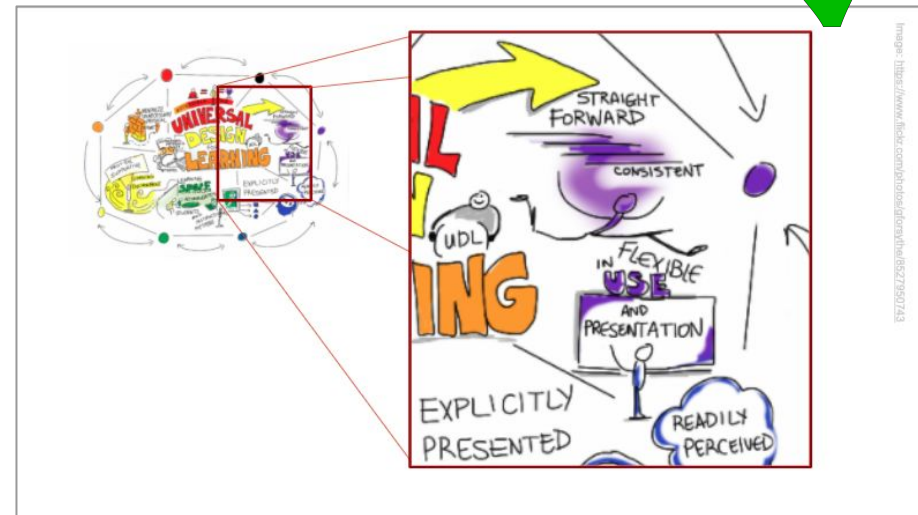


- Perceivable content
- Flexible navigation options
- Content that behaves intuitively
- Robust design:
  - Metadata
  - Accessibility check
  - Test on a variety of platforms

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.




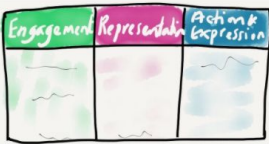
	Engagement Affective Networks The "WHY" of Learning	Representation Cognitive Networks The "WHAT" of Learning	Action & Expression Strategic Networks The "HOW" of Learning
<b>Attract</b>	<b>Provide options for Recruiting Interest</b> <ul style="list-style-type: none"> <li>Optimize individual choice and autonomy</li> <li>Optimize relevance, value, and authenticity</li> <li>Minimize threats and distractions</li> </ul>	<b>Provide multiple means of Perception</b> <ul style="list-style-type: none"> <li>Offer ways of customizing the display of information</li> <li>Offer alternatives for auditory information</li> <li>Offer alternatives for visual information</li> </ul>	<b>Provide options for Physical Action</b> <ul style="list-style-type: none"> <li>Keep the methods for response and navigation</li> <li>Optimize access to tools and assistive technologies</li> </ul>
<b>Build</b>	<b>Provide options for Sustaining Effort &amp; Persistence</b> <ul style="list-style-type: none"> <li>Engage learners in goals and objectives</li> <li>Keep learners and resources in optimal challenge</li> <li>Foster collaboration and community</li> <li>Increase mastery-oriented feedback</li> </ul>	<b>Provide options for Language &amp; Symbols</b> <ul style="list-style-type: none"> <li>Clarify vocabulary and symbols</li> <li>Clarify syntax and structure</li> <li>Support decoding of text, mathematical notation, and symbols</li> <li>Provide understanding across languages</li> <li>Fluency through multiple modes</li> </ul>	<b>Provide options for Expression &amp; Communication</b> <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>
<b>Transfer</b>	<b>Provide options for Self Regulation</b> <ul style="list-style-type: none"> <li>Provide expectations and models that optimize motivation</li> <li>Facilitate personalizing skills and strategies</li> <li>Develop self-assessment and reflection</li> </ul>	<b>Provide options for Comprehension</b> <ul style="list-style-type: none"> <li>Activate or supply background knowledge</li> <li>Highlight patterns, critical features, big ideas, and relationships</li> <li>Guide information processing and visualization</li> <li>Maximize transfer and generalization</li> </ul>	<b>Provide options for Executive Functions</b> <ul style="list-style-type: none"> <li>Guide appropriate goal setting</li> <li>Support planning and strategy development</li> <li>Facilitate managing information and resources</li> <li>Enhance capacity for monitoring progress</li> </ul>
<b>Goal</b>	<b>Purposeful &amp; Motivated</b>	<b>Resourceful &amp; Knowledgeable</b>	<b>Strategic &amp; Goal-Directed</b>

Image: <https://nzcurriculum.tki.org.nz/Key-competencies/Tools/Key-competencies-in-teaching>

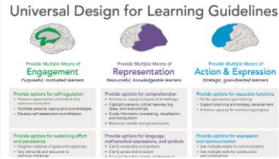
**The UDL guidelines**


A tool to support implementation of Universal Design for Learning

Three principles

Universal Design for Learning Guidelines




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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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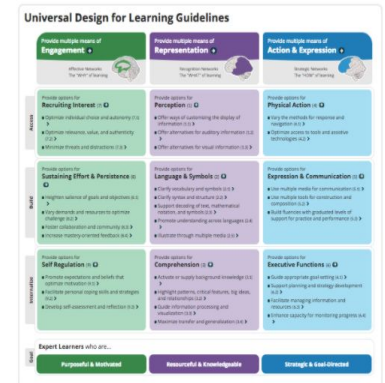
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## The UDL guidelines

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

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



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

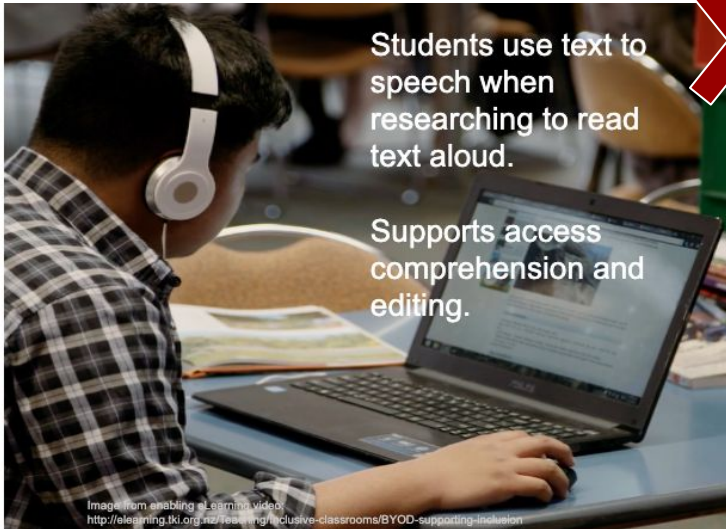






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Accessible Education Materials

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“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

Declutter

Style consistency

Text

Image descriptions (alt text)

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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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