

Make your course content and learning tools available to more users.

Open accessibility specifications show the way.

### Who needs better access to e-Learning content and tools?

- Students, faculty, and staff with disabilities
- Workers in noisy environments
- Students in quiet public places
- Users of portable devices with small screens

### What are some examples of accessibility functions?

- Larger fonts for improved visibility
- Adjustable color contrast for outdoor reading
- Text to speech functionality
- Captions for video and audio



Provide alternative media to learners who want it.

### More information

Learn more about using IMS specifications to increase access to learning tools and content, read the specifications, and join a discussion list to learn from others who are implementing the specifications.

Visit <http://support.imsglobal.org/accessibility>

### Background

IMS Accessibility specifications and guidelines have been developed with participants from the World Wide Web Consortium (W3C), the Dublin Core Metadata Initiative, and IMS contributing members representing government agencies, higher education, content providers, and application vendors worldwide.

### About NCAM

The WGBH National Center for Accessible Media (NCAM) is a research and development facility dedicated to the issues of media and information technology for people with disabilities in their homes, schools, workplaces, and communities. For more information about freely available tools and resources for increasing media accessibility, visit <http://ncam.wgbh.org>

### About IMS

The IMS Global Learning Consortium develops and promotes the adoption of open technical specifications for interoperable learning technology. IMS specifications and related publications are made available to the public at no charge from <http://www.imsglobal.org>. No fee is required to implement the specifications. To join IMS and participate in the development of e-Learning specifications, visit <http://www.imsglobal.org/membership.cfm>.

This project is sponsored in part by a grant to the WGBH National Center for Accessible Media from the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education.



# Increase Access to Learning Tools and Content



New technical specifications increase access to online learning for users with disabilities and mobile workers



For more information visit

<http://support.imsglobal.org/accessibility>

## ■ Benefits

- **Save money and time**  
IMS Accessibility Specifications are available at no cost and are a foundation for achieving specific levels of accessible content and tools.
- **Provide equal access to all users**  
Expand usage of eLearning to all students and employees.
- **Comply with legal obligations**  
Legislation (US Section 508 and 504, UK SENDA, and others internationally) requires accommodating all users.
- **Enrich the user experience**  
Optimize the interaction style and display characteristics for each user.
- **Works with existing content**  
Highlight the value in content you already have.
- **Flexible integration path**  
Implement only those pieces of the specifications that apply to your product or content.

## ■ Support Resources

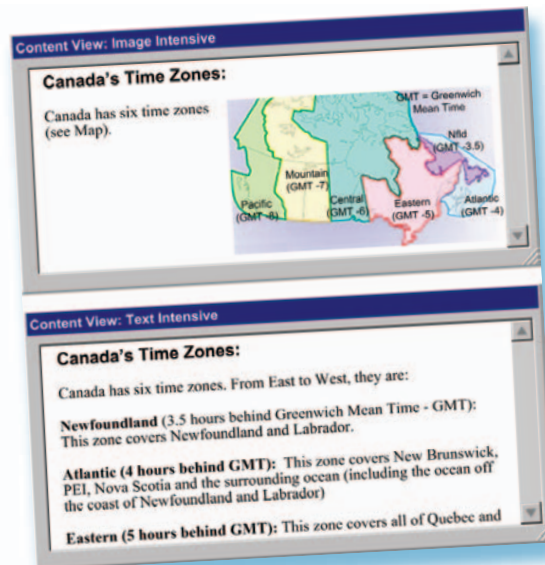
- **Implementation guidelines and examples**
- **Tools and code libraries**
- **Workshops**
- **Online community**  
A no-cost, open community and a preferred level with special benefits.
- **Interoperability events**  
No risk, non-public developer to developer bench testing of tools and content.

## ■ Example Uses of Specifications

**Industry Canada** uses a tool, Web-4-All, from the University of Toronto to enable user interfaces to be customized based on personal preferences and access needs by using the Accessibility for LIP specification. The Australian government is also preparing to use Web-4-All (<http://web-4-all.ca>).

**The University of Toronto** has developed a web-based learning tool called The Inclusive Learning Exchange (TILE). Built around the IMS Accessibility specifications, TILE is a learning objects repository and service that responds to the individual needs of the learner. TILE provides the authoring tools, repository architecture, and preference schema needed to advance e-Learning functionality for all learners (<http://inclusivelearning.ca/tile>).

**The Internet Scout Project's Collection Workflow Integration System** (CWIS) is building a digital library portal using the AccessForAll specifications that will showcase the possibilities of using a flexible interface to find appropriately accessible learning resources (<http://scout.wisc.edu/Projects/CWIS/>).



*Adapt to small devices, audio delivery, or users with visual impairments.*

## ■ Specification Overview

Accessibility specifications establish greater flexibility in learning content and activities and promote accessibility as an essential design element.

### IMS AccessForAll Meta-data

Describe accessible learning content to locate and use it more easily. e.g.:

- what kind of content is being presented
- if the content will transform to fit presentation preferences
- if there is an equivalent or alternative form of the content

### IMS Accessibility for Learner Information Package

Personal profile of preferences (visual, aural, device) for tailored presentation of learning content. e.g.

- how to display content
- preferred or required input devices
- preferred content alternatives and support tools

### IMS Guidelines for Developing Accessible Learning Applications

Solutions for maximizing accessibility in online learning. Includes design principles, IMS Specification usage, XML guidelines, multimedia, communication and collaboration tools, legal issues, and more.

## ■ Future Directions

- Compliance program for conforming content and tools
- Standardization via international standards bodies
- Incorporation into corporate training standards
- Incorporation into IMS ePortfolio Specification