DAY 3 - MEDIA
Accessing Web Content

- Your content is the reason people visit your site.
- It is important to remove as many obstacles as possible between your visitors and your content.
- A major way to do this is by improving the content itself.
Accessing Web Content

Communicate information clearly and quickly.

- Break up sections with headings.
- Link meaningful phrases. (ie., avoid "click here" or "more")
- Use illustrations to reinforce content.
- Use lists and tables effectively.
Guidelines for writing useful Web lists:

- Use lists to make information easy to grab.
- Keep most lists short.
- Format lists to make them work well.
- Match bullets to your site's personality.
- Use numbered lists for instructions.
- Turn paragraphs into steps.
- Give even complex instructions as steps.
- Keep the sentence structure in lists parallel.
- Don't number list items if they are not steps.

Source: *Letting Go of the Words* (Redish, 2007)
Guidelines for creating useful Web tables:

- Use tables when you have numbers to compare.
- Use tables for a series of "if, then" sentences.
- Think about tables as answers to questions.
- Think carefully about what to put in the left column.
- Keep tables simple.
- Format tables on the Web so people focus on the information and not on the lines.
Additional Issues

- Not all members of your target audience are the same.
- Even if your content is available and clear, there may be some access limitations your target audience brings with them.
  - Previous experience - the assumption of "consistency"
  - Disorders related to vision, mobility, hearing, and cognition
Vision Disorders

- Inability to view the screen at all
- Difficulties with small text
- Difficulties seeing the mouse icon
- Color blindness
Mobility Disorders

- Limited manual dexterity
- May be unable to use a mouse or keyboard
- Issues with fatigue
- Lack of muscle control
- Eye-tracking difficulties
Hearing Disorders

- Ability to control volume needed for some
- Audio and video require text versions
- People who are deaf before learning to speak may read and comprehend more slowly.
Cognitive Disorders

- Easily distracted by extraneous stimulus
- Short term memory problems
- Inability to process information quickly
- Deficits in ability to visually/mentally organize materials
Usability

Refers to how well users can learn and use a product to achieve their goals and how satisfied they are with that process.

- Ease of learning
- Efficiency of use
- Memorability
- Error frequency and severity
- Subjective satisfaction

We want our sites usable for all our visitors, including those with special needs.

Source: usability.gov
Improve Site Usability

Provide larger "click areas" for links.
Improve Site Usability

- When not in a menu, link from meaningful phrases.
- Avoid "click here" and "more" links.
- Screen reading software can scan the links on a page, but it often can't provide the context of the surrounding words.
- Try to word links as imperatives.
Improve Site Usability

- Include "alt" attributes for all images.
  `<img src="mycats.jpg" alt="A photo of my cats"/>

- Consider using "title" attributes for links. The title text appears when the mouse is over the link.
  `<a href="pets.html" title="Go to my pets page!">`

- Use "accesskey" to provide shortcuts
  `<a href="https://blackboard.olemiss.edu" accesskey="b" title="Accesskey = b">Blackboard</a>`
Improve Site Usability

- Provide captions for video.
- Consider providing a separate transcript.
Test Site Accessibility

- wave.webaim.org
Quick Exercise

- There is a known accessibility problem with your pages. Find and correct it using wave.webaim.org.

- Then you can go to lunch!