
**.LRN - Lora & Assessments
Packages:
Accessibility inspection
20th April 2007**

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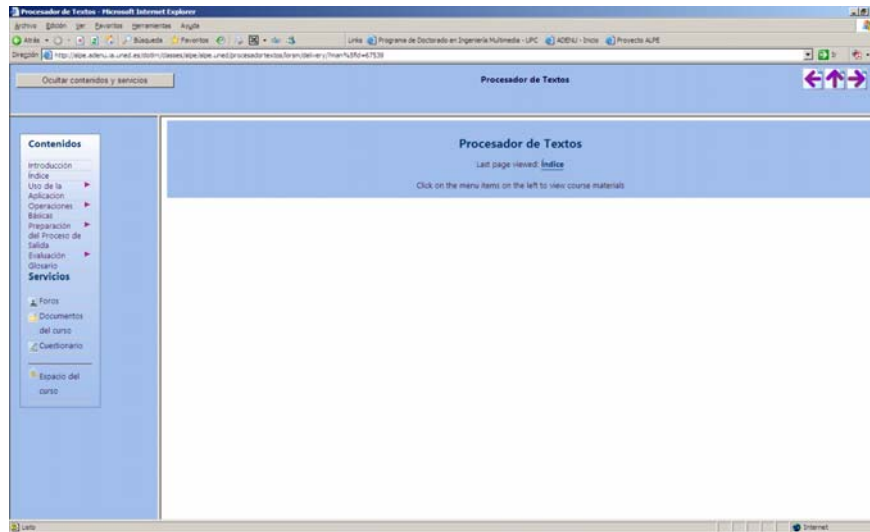
- Introduction
- Elements
- Evaluation
- Conclusions & Recommendations
- More Info.

Introduction

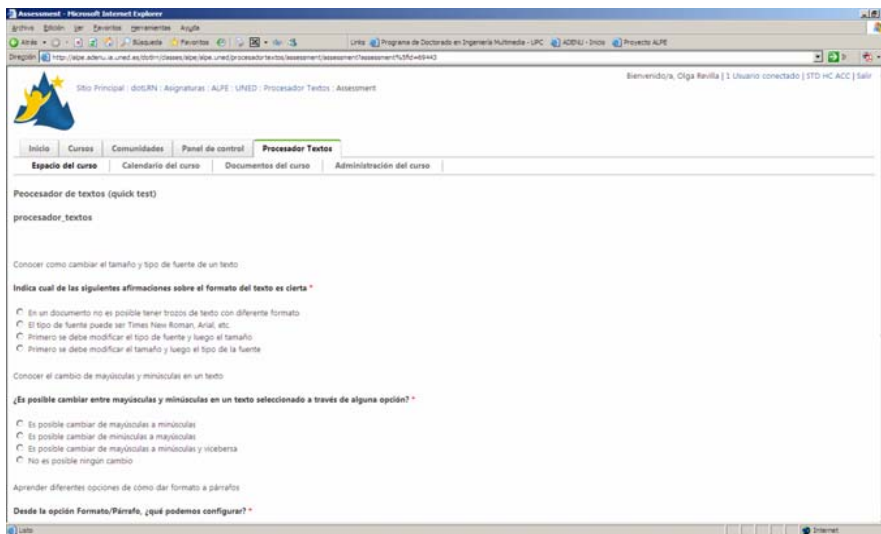
Introduction

- What
 - LORS & Assessment Packages
- Where
 - .LRN version 2.3.0 (ALPE project)
- When
 - 20th April 2007
- Who
 - Olga Revilla. Usability & Accessibility Consultant
- How
 - WCAG 1.0 Double-A
- Which way
 - TAW & Heuristics
- Why
 - Accessibility matters.

Introduction What



- LORS
 - SCORM
 - Course Delivery

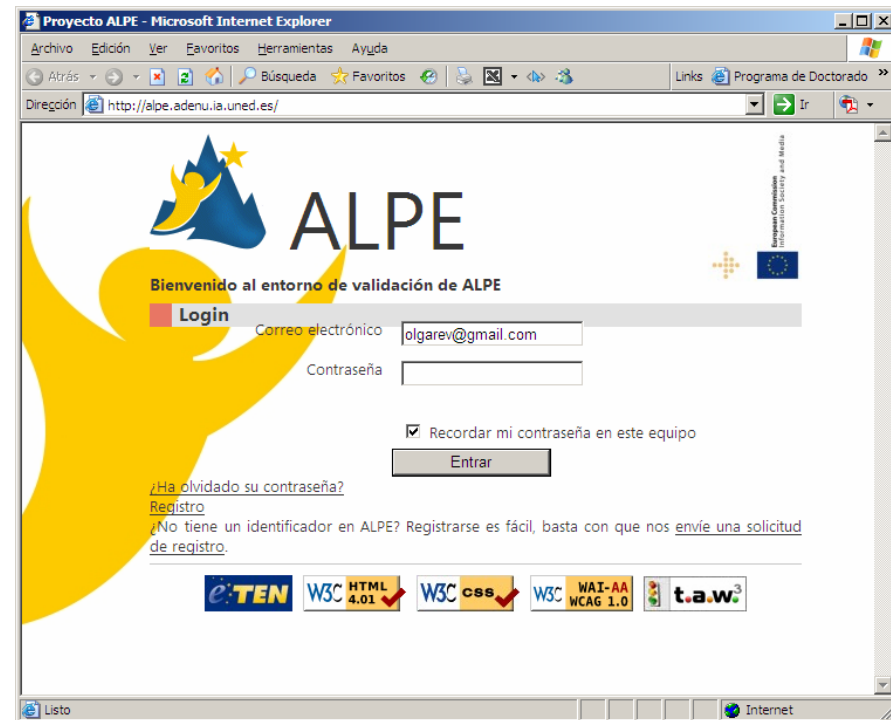


- ASSESSMENTS
 - IMS-QTI
 - Questionnaire

Introduction - Where

■ ALPE

- Basic skills training to disabled and adult learners through an accessible e-Learning platform.
- dotLRN 2.3.0
 - Zen theme



Introduction - When



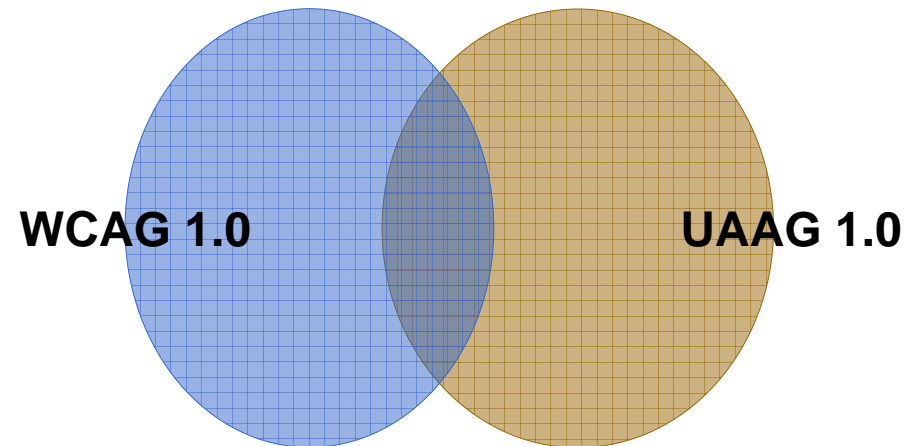
- 20th April 2007
 - Why the date matters? Because this application is changing almost everyday.
 - Last inspection: March 2007.
<http://flossic.loba.es/Contenidos/actas/accessibility.pdf>

Introduction - Who



- Olga Revilla.
 - Usability & Accessibility Consultant
 - Spanish Ministry of Industry – Quality Web Services Consultant
 - Collaborates with aDeNu Group

Introduction - How



- **ATAG 1.0** → authoring tools
- **WCAG 1.0** → web content
- **UAAG 1.0** → user agents

-
- Sometimes WCAG & UAAG have the same objectives. This time I have preferred to deepen only in the WCAG.

Introduction - Which way



- TAW (Web Accessibility Test)

- Tool for the analysis of Web sites, based on the W3C - (WCAG 1.0)
- Funded by Spanish Ministry of Industry



- Heuristics

- Automatic tools do not cover 100% WCAG 1.0 guidelines.

Introduction - Which way

■ Browsers

- ❑ Internet Explorer 6
- ❑ Opera 9
- ❑ Mozilla Firefox 2.0

■ Other Tools Used

- ❑ Excel form with W3C guidelines (provided with this presentation. Tool in spanish, but results in English)
- ❑ AIS Accessibility Toolbar for IE
- ❑ IE DOM Explorer
- ❑ Firebug Plug-in for FF
- ❑ Web Developer Toolbar for FF

Introduction - Why

- Accessibility Matters
 - Provides **equal access** and **equal opportunity** to people with disabilities
 - Is required by **laws** and policies in some cases

Elements

Elements - LORS Package

- 4 Pages
- Out of context of the platform



Elements - Assessments Package

- 3 Pages
- Inside the platform (context is not evaluated, only the code generated by the package).
 - Form with questions
 - Confirmation of response
 - Results

Results

LORS (1)

GUIDELINE WITH FAILURE	COMMENTS
4.1 Clearly identify changes in the natural language of a document's text and any text equivalents (e.g., captions).	Alt text is in different languages in different images
6.3 Ensure that pages are usable when scripts, applets, or other programmatic objects are turned off or not supported. If this is not possible, provide equivalent information on an alternative accessible page.	SCORM implements JavaScript to track the user steps. If you deactivate it, you will lose a very important functionality.
8.1 Make programmatic elements such as scripts and applets directly accessible or compatible with assistive technologies [Priority 1 if functionality is important and not presented elsewhere, otherwise Priority 2.]	
3.2 Create documents that validate to published formal grammars.	<p>"body", "menu" and "upper-menu" pages are Tentatively Valid HTML 4.01 Transitional. This means that with the use of some fallback or override mechanism, we successfully performed a formal validation using an SGML or XML Parser. In other words, the document would validate as HTML 4.01 Transitional if you changed the markup to match the changes we have performed automatically, but it will not be valid until you make these changes. [No Character Encoding Found! Falling back to UTF-8].</p> <p>CSS - No errors but warnings detected</p>

LORS (&2)

GUIDELINE WITH FAILURE	COMMENTS
13.1 Clearly identify the target of each link.	Menu links do not have title. "Anterior" image does not have title.
13.2 Provide metadata to add semantic information to pages and sites.	No metadata is provided.
13.4 Use navigation mechanisms in a consistent manner.	This application should be into the platform, at least it must be perceived in this way.
12.2 Describe the purpose of frames and how frames relate to each other if it is not obvious by frame titles alone.	No info is provided about the objective of each frame,
9.3 For scripts, specify logical event handlers rather than device-dependent event handlers.	onClick events. No redundant events.

Assessments

GUIDELINE WITH FAILURE	COMMENTS
1.1 Provide a text equivalent for every non-text element (e.g., via "alt", "longdesc", or in element content).	When reading the results, images with Ok or Wrong do not have alternative text.
13.2 Provide metadata to add semantic information to pages and sites.	No metadata is provided.
4.1 Clearly identify changes in the natural language of a document's text and any text equivalents (e.g., captions).	Different languages in the page, but no advise of it (No reviewer comments have been added to this assessment yet.)
3.2 Create documents that validate to published formal grammars.	The questionnaire page is not Valid HTML 4.01 Transitional!. Some errors come from the layout that contains it, but others come from itself.
3.5 Use header elements to convey document structure and use them according to specification.	In "sessions" page, there is a misuse of headings.
12.4 Associate labels explicitly with their controls.	Input boxes are not associated to labels.

Conclusions and Recomendations

Conclusions and Recommendations

■ LORS

- ❑ JavaScript – SCORM: The eternal conflict.
Remember: Give always different ways to manage the functionalities.
- ❑ Platform integration.
- ❑ Some other changes needed.

■ ASSESSMENT

- ❑ Few changes needed.

Conclusions and Recommendations



- Congratulations to the development team
 - Many important and useful changes since last revision
 - Special mention to ZEN Project.
 - dotLRN is very close to Doble-A !!! Cheer up!

MORE INFO

ALPE

Santos, O.C., Boticario, J.G., Fernández del Viso, A., Pérez de la Cámara, P., Rebate Sánchez, C. and Emmanuelle Gutiérrez y Restrepo. Basic skills training to disabled and adult learners through an accessible e-Learning platform. 12th International Conference on Human-Computer Interaction (HCI 2007), July 2007 (in press).

WC3 - Web Accessibility Initiative (WAI)

<http://www.w3.org/WAI/>

TAW

<http://www.tawdis.net>

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