Checklist: Accessibility in videos

# Introduction

We want to enable the accessible or low-barrier use of videos for as many user groups as possible.

To help you create accessible videos, you will find a tabular checklist with four columns below. In the first column there is space for you to tick off the aspect. The aspects are categorised in the second column. The third column contains the aspect to be considered. Finally, the fourth column lists the needs for which this aspect is particularly helpful. Take your time to go through the individual points and tick them off if they are fulfilled in your document.

Please bear in mind: In any case, the list of requirements is exemplary, but not exhaustive! All points are important for the comprehensive accessibility of your teaching and the documents used!

# Checklist

| Check | Type | Measure | **Particularly** helpful in digital teaching for staff, people who ...  |
| --- | --- | --- | --- |
|  | Audio track | Moderate speaking speed, short sentences (see information on Approved Language) | ... absorb information (especially) aurally. ... are unsure of the German spoken language. |
|  | Audio track | The pronunciation is clear and distinct.  | ... are dependent on auditory information. ... are unsure of the German spoken language.  |
|  | Audio track | Relevant information can be perceived auditorily. | ... require auditory information for recording. |
|  | Audio track | After information that is only visually accessible, there is a sufficient break (see checklist for audio description below)  | ... are dependent on auditory information. |
|  | Video track | The background is high-contrast and neutral.  | ... are easily distracted. ... do not perceive all colours clearly.  |
|  | Video track | The person speaking and the mouth image are clearly visible.  | ... need visual support when absorbing auditory information.  |
|  | Video track  | Relevant information can be perceived visually. | ... absorb information (especially) visually. |
|  | Video track | Subtitles describe acoustic information. | ... are dependent on visual information. ... require visual support when processing information.  |
|  | Video track | Visual information is available in text and image form. | ... process language better via different senses. |
|  | Video track | Contrasts are sufficiently high, especially for images (ratio is at least 4.5:1). | ... do not perceive all colours clearly. |
|  | Video track | There are no flashing images (maximum 3x in 1 second). | ... are sensitive to light stimuli. |
|  | Video track | The integration of sign language is possible. | ... use DGS. |
|  | Video track | There are few or no visual effects for the design.  | ... are easily distracted.... perceive visual stimuli more strongly.  |
|  | Playback/ Download | Options such as subtitles, DGS translation, volume, video player etc. can be switched on and off.  | ... do (not) require customisation. |
|  | Playback/ Download | Metadata (content, authors, data size, runtime) are available. | ... use a voice output.... use the document outside its publication context. |
|  | Playback/ Download | possibility of a download exists.  | ... customise approval of the video (e.g. flexible in terms of time, due to slow internet connection, ...). |

# Sources

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