

create

Wir leben Lernen.

Inklusion & eLearning mit CREATE

WILLKOMMEN IN DER WELT VON CREATE

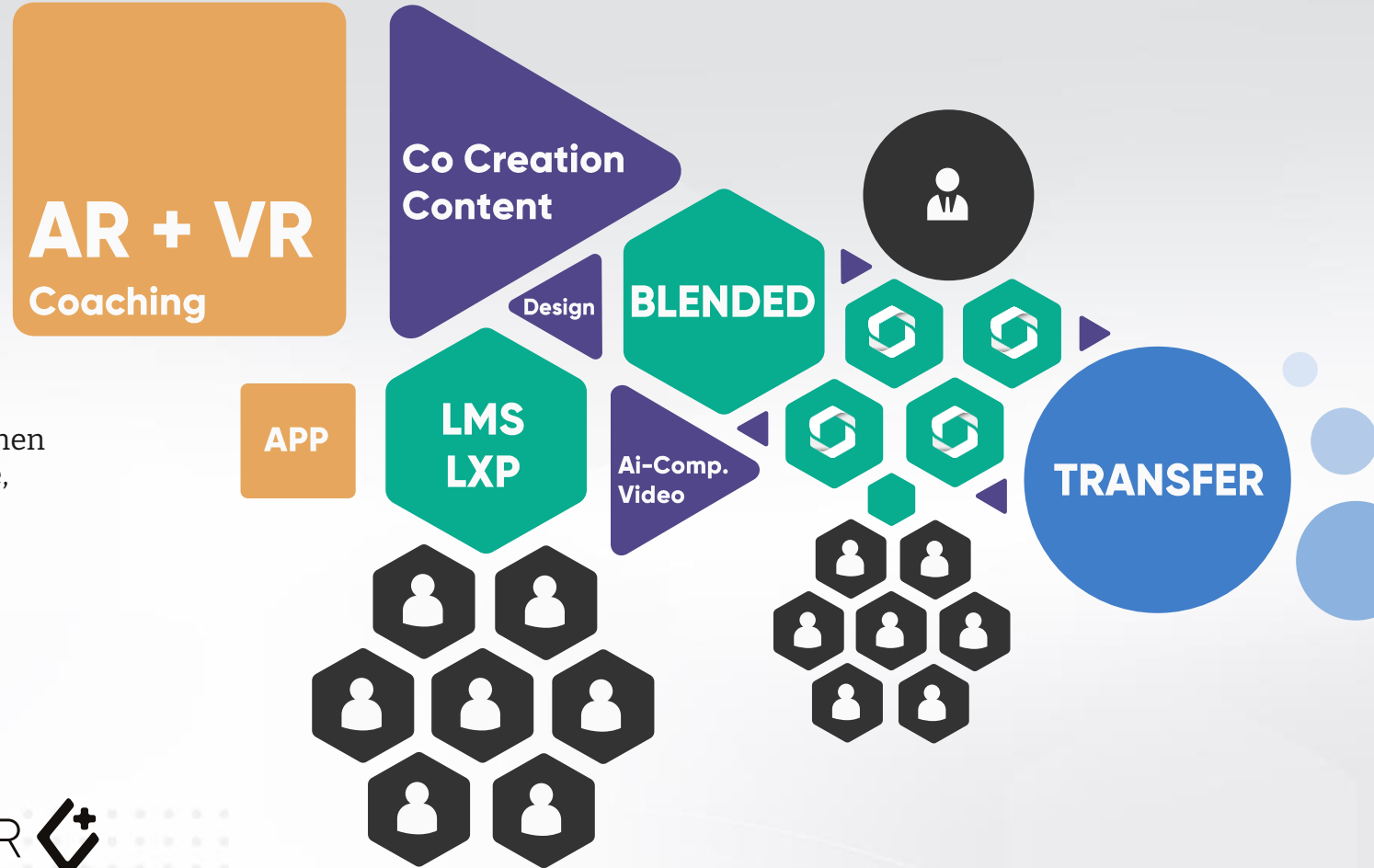
create
Wir leben Lernen.

DAS IST DIE CREATE!

Als mehrfach prämierte eLearning Agentur sind wir der perfekte Sparring-partner in der Welt des digitalen Lernens.


Mit unserem 360-Grad-Rundum-Service machen wir **Unmögliches möglich**: Egal ob Technologie, Autorensysteme, Lernmanagementsysteme, Contentproduktion, Beratung und vieles mehr.

Einzigartig, innovativ & persönlich.



 **cBook**
by CREATE

XRCREATOR 

Bei uns sind sie sicher:
Zukunftssicher. 

CREATE IN ZAHLEN

100+ Internationale Kunden

20+ Jahre Erfahrung

50 Einzigartige MitarbeiterInnen

38 Prämierte Projekte

REFERENZENZEN

myAbility

 **BOSCH**

 **VOLKSBANK AG**

 **cdb**
digital sales

REWE
GROUP

MediaMarkt
 **SATURN**

 **Fraunhofer**

 **PLANSEE**

 **Takeda**

SIEMENS


PORSCHE





 **MICHELIN**

MERCK

 **DB** Mobility
Networks
Logistics

frauenthal
GROUP

RAABE
KLASSE SCHULE


OESTERREICHISCHE NATIONALBANK
EUROSYSTEM

 **HUK-COBURG**

HTN
HOCHSCHULE HEILBRONN

UNSERE LEISTUNGEN

Living Content

Wir erwecken Ideen, Stories und Konzepte zum Leben, um die nächste Lernreise zu einem Erlebnis zu machen.

Consulting

Über 20 Jahre Erfahrung machen uns zu einem zuverlässigen Partner in der Beratung in der eLearning Welt.

XR Learning

Mit unserem XR Creator und unseren spannenden VR Coach leisten wir Pionierarbeit für hoch immersive Lernreisen.

Technologies

Von der Strategie, Change-Communication bis zur technischen Integration.

WAS MUSS MAN BEI BARRIEREFREIEN E-LEARNINGS BEACHTEN?

Man unterscheidet zwischen permanenten, temporären und situationsbedingten **Einschränkungen**.

FÜHLEN



Ein Arm



Verletzung



Neue Eltern

SEHEN



Blind



Grauer Star



Ablenkung

HÖREN



Taub



**Ohren-
entzündung**



**Bar-
keeper**

REDEN



**Nicht-
verbal**






**Kehlkopf-
entzündung**




**Starker
Akzent**

WAS MUSS MAN BEI BARRIEREFREIEN E-LEARNINGS BEACHTEN?

ACA 

AODA
Ontario  

ADA Title III 

Section 508 

Unruh Act
California  


HB-1110
Colorado  



WCAG 2.1 Level AA

Alle Verordnungen einigen sich
WCAG Richtlinien Level AA zu
adoptieren

Ältere Verordnungen setzen WCAG
Level A schon seit 2014 voraus

EAA 

EN 301549
28. Juni 2025 (Deadline)

IS5568 

WCAG 2.2

WCAG 2.2 Verstehen

Principles	Wahrnehmbar				Bedienbar				Verständlich				Robust
	Guidelines				Guidelines				Guidelines				Guidelines
Success Criterion	1.1.1 Non-text Content	1.2.1 Audio-only and Video-only (Perceived)	1.3.1 Info and Relationships	1.4.1 Use of Color	2.1.1 Keyboard	2.2.1 Timing Adjustable	2.3.1 Three Flashes or Below Threshold	2.4.1 Focus Blocks	2.5.1 Pointer Gestures	3.1.1 Language of Page	3.2.1 On Focus	3.3.1 Error Identification	4.1.1 Parsing
		1.2.2 Captions (Perceived)	1.3.2 Meaningful Sequence	1.4.2 Audio Control	2.1.2 No Keyboard Trap	2.2.2 Focus, Issue, Help	2.3.2 Three Flashes	2.4.2 Page Titled	2.5.2 Pointer Cancellation	3.1.2 Language of Parts	3.2.2 On Input	3.3.2 Labels or Instructions	4.1.2 Items, Role, Value
		1.2.3 Audio Description or Media Alternative (Perceived)	1.3.3 Timers (Characteristics)	1.4.3 Contrast (Minimum)	2.1.3 Keyboard (No Escapement)	2.2.3 No Timing	2.3.3 Animation from Interactions	2.4.3 Focus Order	2.5.3 Label in Name	3.1.3 Unusual Words	3.2.3 Consistent Navigation	3.3.3 Error Suggestion	4.1.3 Status Messages
		1.2.4 Captions (Live)	1.3.4 Orientation	1.4.4 Resize Text	2.1.4 Character Key Shortcuts	2.2.4 Interactions		2.4.4 Link Purpose (In Context)	2.5.4 Motion Actuation	3.1.4 Abbreviations	3.2.4 Element Identification	3.3.4 Error Prevention (Legal, Financial, Data)	
		1.2.5 Audio Description (Perceived)	1.3.5 Identify Input Purpose	1.4.5 Images of Text	2.2.5 Re-arrangeable			2.4.5 Multiple Ways	2.5.5 Target Size (Minimum)	3.1.5 Reading Level	3.2.5 Change on Request	3.3.5 Data	
		1.2.6 Sign Language (Perceived)	1.3.6 Identify Purpose	1.4.6 Contrast (Enhanced)	2.2.6 Timers			2.4.6 Headings and Labels	2.5.6 Consistent Input Mechanisms	3.1.6 Pronunciation	3.2.6 Consistent Help	3.3.6 Error Prevention (All)	
		1.2.7 Extended Audio Description (Perceived)		1.4.7 Low or No Background Audio				2.4.7 Focus Visible	2.5.7 Draggable Menus and Widgets		3.2.7 Visible Content	3.3.7 Accessible Authentication	
		1.2.8 Media Alternative (Perceived)		1.4.8 Visual Presentation				2.4.8 Location	2.5.8 Target Size (Minimum)			3.3.8 Redundant Entry	
		1.2.9 Audio-only (Live)		1.4.9 Images of Text (Exception)				2.4.9 Link Purpose (Link Only)					
				1.4.10 Bypass				2.4.10 Section Headings					
			1.4.11 Non-text Contrast				2.4.11 Focus Appearance (Minimum)						
			1.4.12 Text Spacing				2.4.12 Focus Appearance (Subminimum)						
			1.4.13 Content on Hover or Focus				2.4.13 Page Break Navigation						

Clustern, Sortieren und Zuweisen

LEGEND



Projektmanager



Techn. Entwickler



Content Designer

Design Guidelines

Level A (former L1)

Level AA (former L2)

Level AAA (former L3)



New in WCAG 2.2

Guideline 1.2: Provide synchronized alternatives for multimedia

True	Success Criterion	Comments
L1	<input type="checkbox"/> f.2.1 Actions are provided for prerecorded multimedia. [How to meet 1.2.1]	
	<input type="checkbox"/> f.2.2 Audio descriptions of video, or a full multimedia text alternative including any interaction, are provided for prerecorded multimedia. [How to meet 1.2.2]	
L2	<input type="checkbox"/> f.2.3 Audio descriptions of video are provided for prerecorded multimedia. [How to meet 1.2.3]	
	<input type="checkbox"/> f.2.4 Actions are provided for live multimedia. [How to meet 1.2.4]	
L3	<input type="checkbox"/> f.2.5 Sign language interpretation is provided for multimedia. [How to meet 1.2.5]	
	<input type="checkbox"/> f.2.6 Extended audio descriptions of video are provided for prerecorded multimedia. [How to meet 1.2.6]	
	<input type="checkbox"/> f.2.7 For prerecorded multimedia, a full multimedia text alternative including any interaction is provided. [How to meet 1.2.7]	

Guideline 1.3: Ensure that information and structure can be separated from presentation

True	Success Criterion	Comments
L1	<input type="checkbox"/> 1.3.1 Information and relationships conveyed through presentation can be programmatically determined, and notification of changes to these is available to user agents, including assistive technologies. [How to meet 1.3.1]	
	<input type="checkbox"/> 1.3.2 Any information that is conveyed by color is also visually evident without color. [How to meet 1.3.2]	
	<input type="checkbox"/> 1.3.3 When the sequence of the content affects its meaning, that sequence can be programmatically determined. [How to meet 1.3.3]	
L2	<input type="checkbox"/> 1.3.4 Information that is conveyed by variations in presentation of text is also conveyed in text, or the variations in presentation of text can be programmatically determined. [How to meet 1.3.4]	
	<input type="checkbox"/> 1.3.5 Information required to understand and operate content does not rely on shape, size, visual location, or orientation of components. [How to meet 1.3.5]	

Guideline 1.4: Make it easy to distinguish foreground information from its background

True	Success Criterion	Comments
L2	<input type="checkbox"/> 1.4.1 Text or diagrams, and their background, have a luminosity contrast ratio of at least 5:1. [How to meet 1.4.1]	
	<input type="checkbox"/> 1.4.2 A mechanism is available to turn off background audio that plays automatically, without requiring the user to turn off all audio. [How to meet 1.4.2]	
L3	<input type="checkbox"/> 1.4.3 Text or diagrams, and their background, have a luminosity contrast ratio of at least 10:1. [How to meet 1.4.3]	
	<input type="checkbox"/> 1.4.4 Audio content does not contain background sounds, background sounds can be turned off, or background sounds are at least 20 decibels lower than the foreground audio content, with the exception of occasional sound effects. [How to meet 1.4.4] Note: A 20 decibel difference in sound level is roughly four times (4x) quieter or louder. Background sound that meets this requirement will be approximately four times (4x) quieter than the foreground audio content.	

Guideline 2.1: Make all functionality operable via a keyboard interface

True	Success Criterion	Comments
L1	<input type="checkbox"/> 2.1.1 All functionality of the content is operable in a non-time-dependent manner through a keyboard interface, except where the task requires a specific time-dependent input. [How to meet 2.1.1] Note: This does not preclude and should not discourage the support of other input methods (such as a mouse) in addition to keyboard operation.	
	<input type="checkbox"/> 2.1.2 All functionality of the content is operable in a non-time-dependent manner through a keyboard interface. [How to meet 2.1.2]	

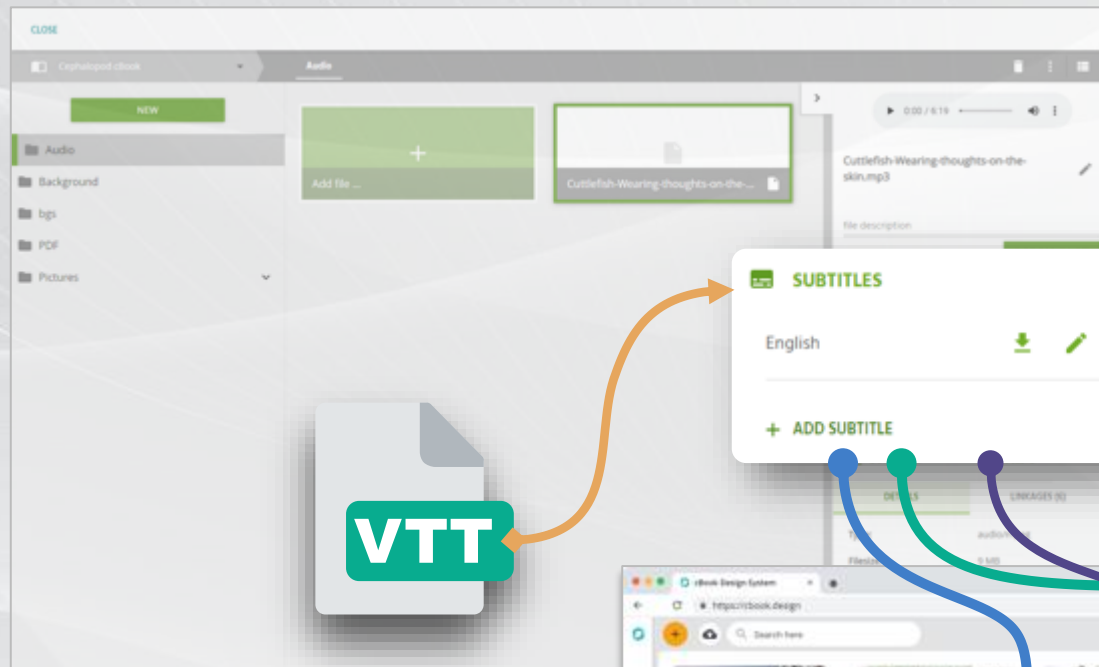
Guideline 2.2: Allow users to control time limits on their reading or interaction

True	Success Criterion	Comments
L1	<input type="checkbox"/> 2.2.1 For each time-out that is a function of the content, at least one of the following is true: [How to meet 2.2.1] <ul style="list-style-type: none"> the user is allowed to deactivate the time-out, or the user is allowed to adjust the time-out over a wide range that is at least ten times the length of the default setting, or the user is warned before time expires and given at least 20 seconds to extend the time-out with a simple action (for example, "hit any key"), and the user is allowed to extend the timeout at least ten times, or the time-out is an important part of a real-time event (for example, an auction, or no alternative to the time-out is possible, or the time-out is part of an activity where timing is essential (for example, competitive gaming or time-based testing) and time limits can not be extended further without invalidating the activity. 	
	<input type="checkbox"/> 2.2.2 Content does not time out for more than three seconds, or a method is available to stop all blinking content in the user agent or authored component. [How to meet 2.2.2] Note: For requirements related to flickering or flashing content, refer to Guideline 2.3 Allow users to avoid content that could cause seizures due to photosensitivity .	
L2	<input type="checkbox"/> 2.2.3 Content can be paused by the user unless the timing or movement is part of an activity where timing or movement is essential. [How to meet 2.2.3]	
	<input type="checkbox"/> 2.2.4 Except for real-time events, timing is not an essential part of the event or activity presented by the content. [How to meet 2.2.4]	
	<input type="checkbox"/> 2.2.5 Interruptions, such as updated content, can be postponed or suppressed by the user, except interruptions involving an emergency. [How to meet 2.2.5]	
L3	<input type="checkbox"/> 2.2.6 When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating. [How to meet 2.2.6]	

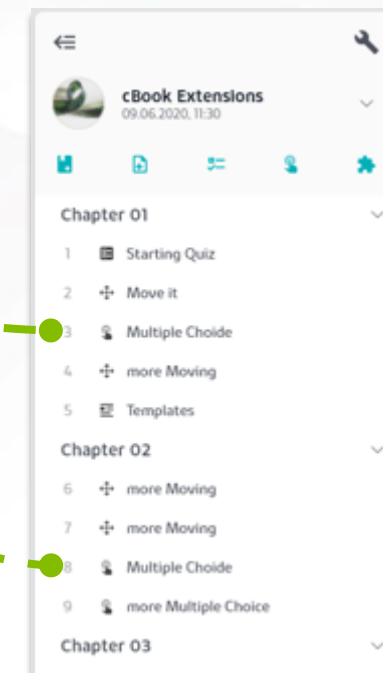
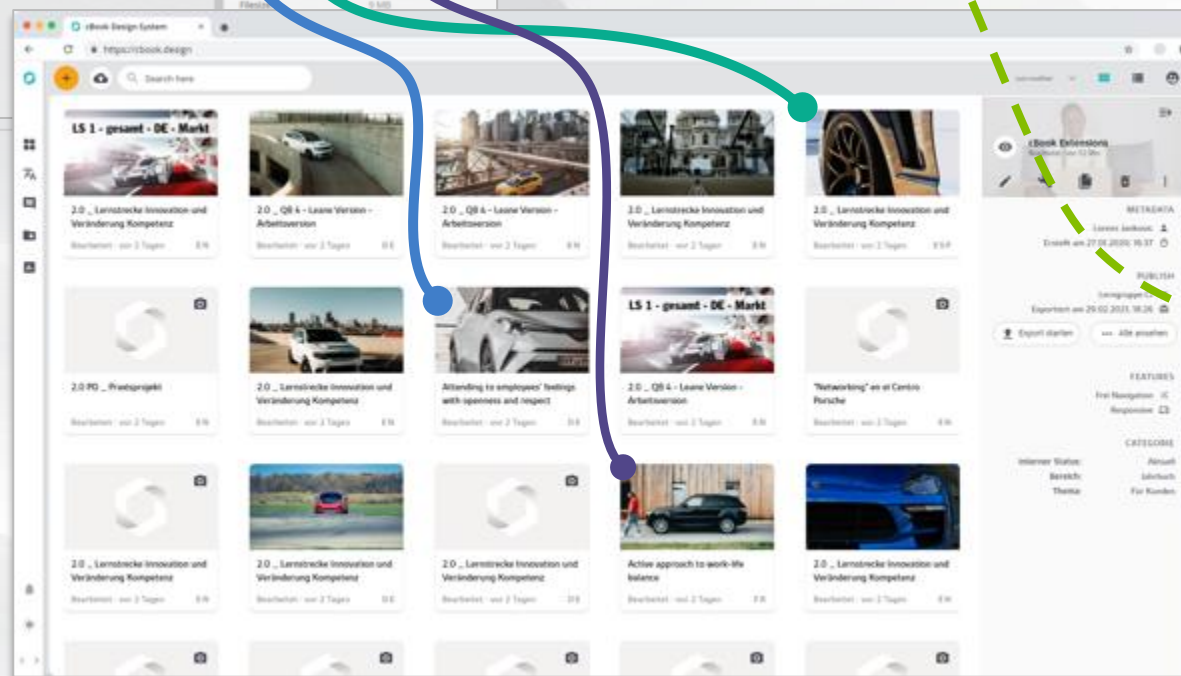
Guideline 2.3: Allow users to avoid content that could cause seizures due to photosensitivity

True	Success Criterion	Comments
L1	<input type="checkbox"/> 2.3.1 Content does not violate the general flash threshold or the red flash threshold. [How to meet 2.3.1]	
L3	<input type="checkbox"/> 2.3.2 Red and green do not contain any components that flash more than three times in any 5-second period. [How to meet 2.3.2]	

Guideline 2.4: Provide mechanisms to help users find content, orient themselves within it, and navigate through it



Zentral verwaltete Medien in unserem Asset
Manager aktualisieren alle cBooks



Ability Learning Landscape

Login

Username / email

anna.rumpl

Password

.....

Remember username

Log in

[Create new account](#)

[Lost password?](#)

CW Haarfeld

create

Wir leben Lernen.



Gefördert durch:



aus Mitteln des Ausgleichsfonds



**MIT DEM DIDAKTISCHEN MODEL DER PERSONAS
für die cBooks der BIH AKADEMIE**

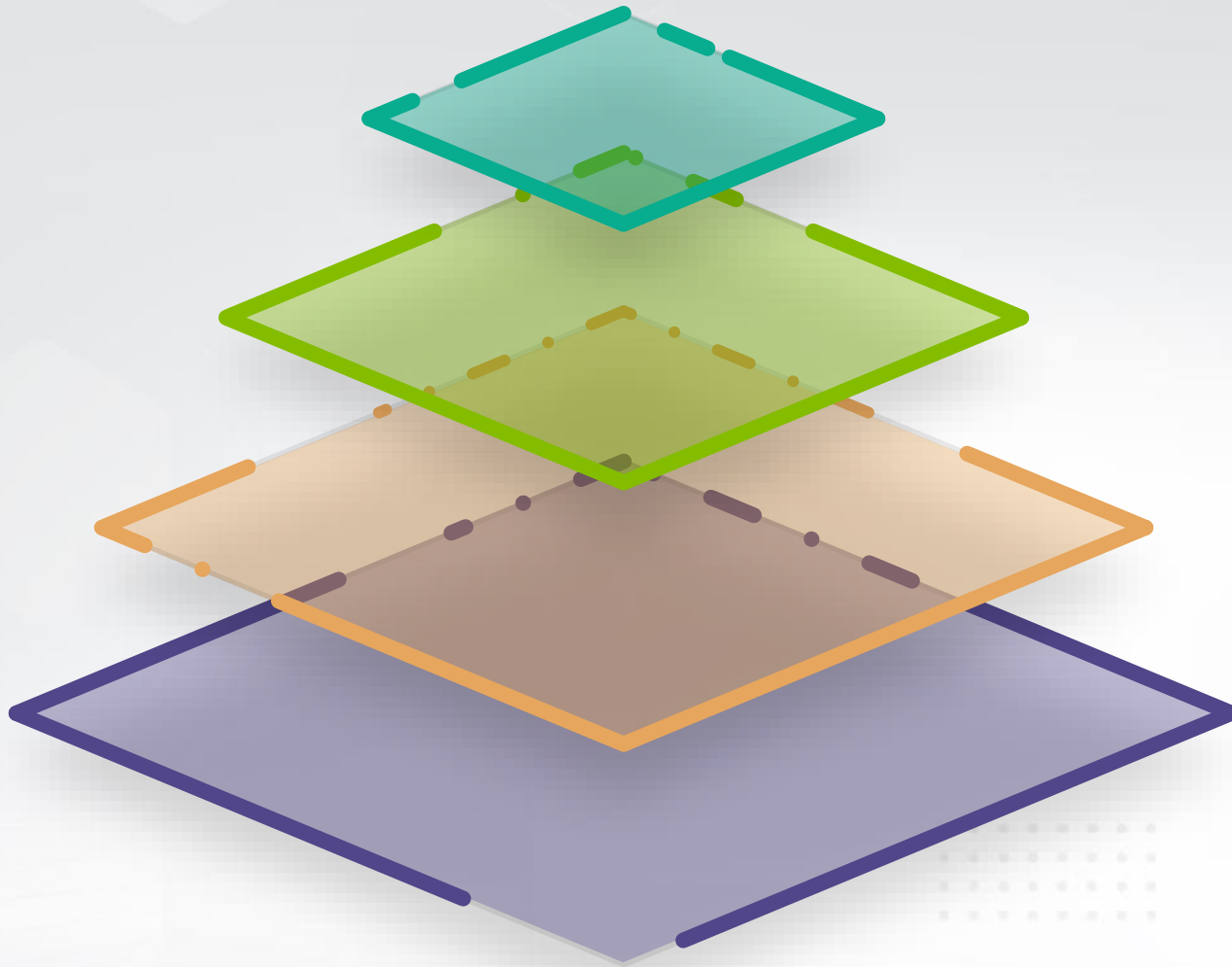
The screenshot displays a digital learning environment. At the top left, there is a menu icon (three horizontal lines) and a text size adjustment icon (Aa). At the top right, the BIH logo is visible, consisting of a white arc above the letters 'BIH'. The central focus is a man with grey hair and a beard, wearing a dark vest over a green shirt, sitting at a desk with a laptop. A blue hexagonal callout box with a white border is positioned over the laptop, containing the text 'LOS GEHT'S'. At the bottom of the interface, there is a control bar with a toggle switch between 'LESE-MODUS' (read mode) and 'LERN-MODUS' (learn mode), which is currently set to 'LERN-MODUS'. To the right of the toggle is a download icon (a square with a downward arrow). On the right side of the image, there is a large green circular callout containing the text: 'hochinteraktive SITUATIONEN' and 'mittels FISH-Video im cBook.'

hochinteraktive
SITUATIONEN
mittels FISH-Video
im cBook.

LOS
GEHT'S

LESE-MODUS LERN-MODUS

INHALTEPYRAMIDE



A-Inhalte

Aufmerksamkeit erreichen

B-Inhalte

Bewusstsein schaffen

C-Inhalte

Content vermitteln

D-Inhalte

Dokumente bereitstellen

myAbility

BARRIEREFREIHEIT ALL (ABILITY LEARNING LANDSCAPE)

Die Welt des eLearnings ist eine für myAbility gänzlich neue Welt - insbesondere was die methodisch-didaktischen Möglichkeiten im digitalen Raum betrifft. Neue Darstellungsmöglichkeiten und interaktive Elemente kennenzulernen, mit denen wir unsere Lerninhalte optimal vermitteln können, war für uns besonders spannend.

Michael Aumann, myAbility

WAS IST ZU BEACHTEN?

Permanente, temporäre und situationsbedingte Einschränkungen

- Fühlen
- Sehen
- Hören
- Reden

WCAG 2.2

50 Prinzipien, Richtlinien und Erfolgskriterien

- Wahrnehmbarkeit
- Bedienbarkeit
- Verständlichkeit
- Robustheit

VORTEILE FÜR UNTERNEHMEN

Gründe für ein barrierefreies WBT

- Schafft Chancengerechtigkeit
- Setzt ein Zeichen für Diversität und Inklusion
- Positives Unternehmensimage
- Bewusstseinsförderung

Das Konzept der Inklusion

Anhand dieser drei Grafiken erklären wir dir das Konzept der Inklusion. Klicke auf die Bilder, um mehr über die Unterschiede von Exklusion, Integration und Inklusion zu erfahren.



Exklusion



Integration



Inklusion

INTERESSE GEWECKT? KONTAKTIERE UNS.

Sende uns dein Feedback und erhalte die digitale Box mit Best Practice Beispielen zum selbst Erleben.



HOL DIR JETZT
„DIE BOX“.



Christoph
Schmidt-Mårtensson



Alexander
Schunk

