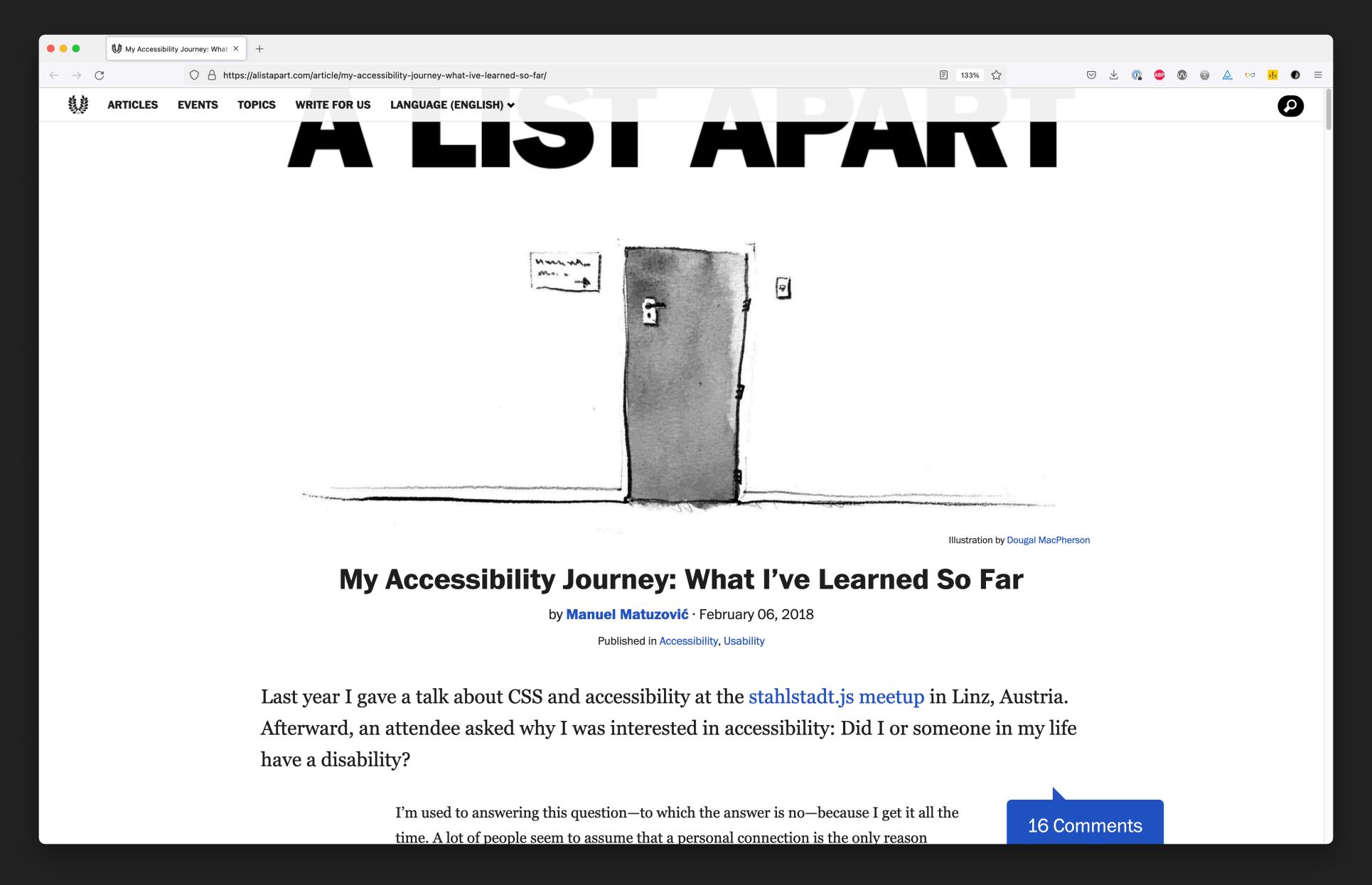
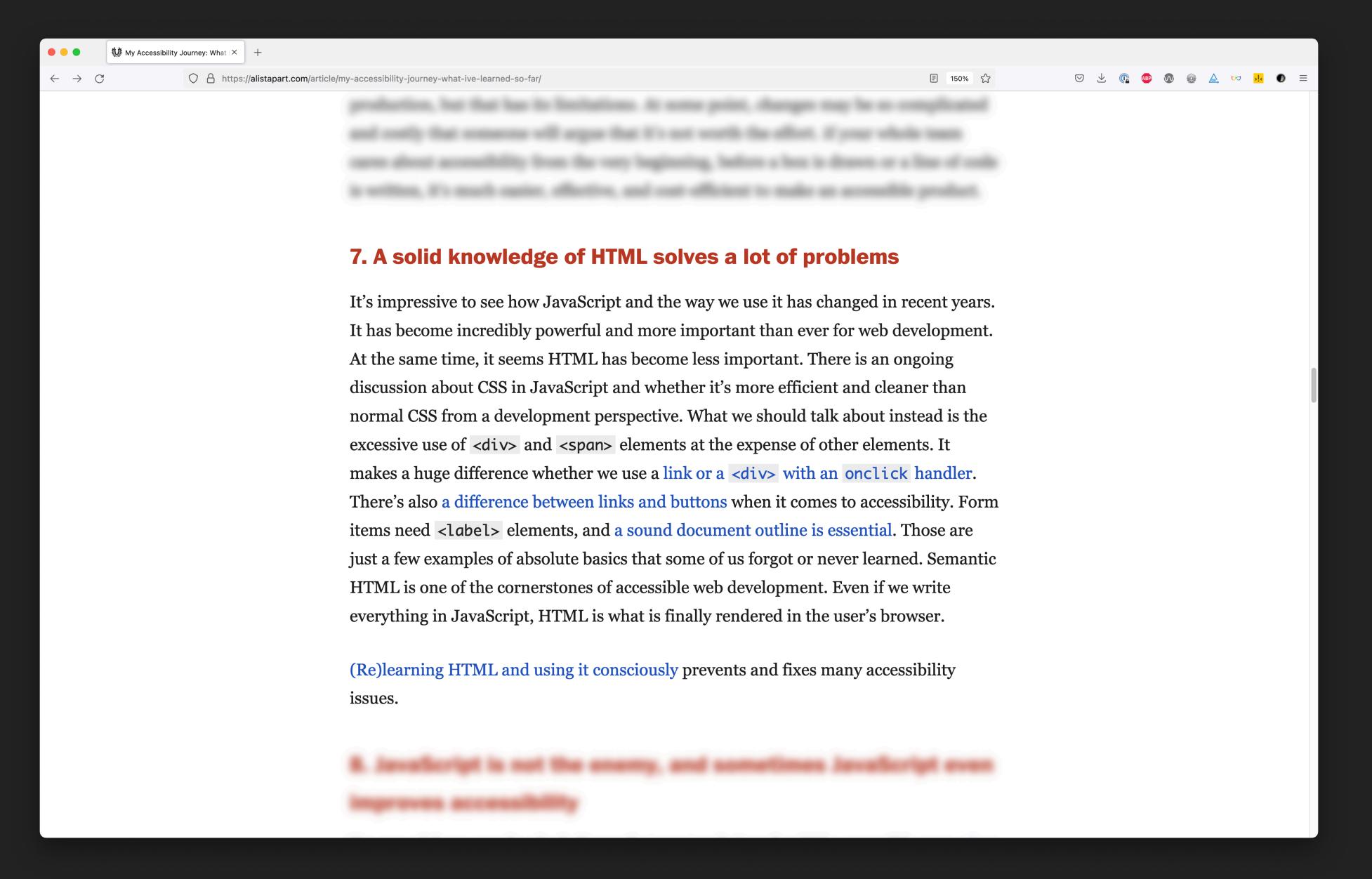
### Lost in Translation

Manuel Matuzović

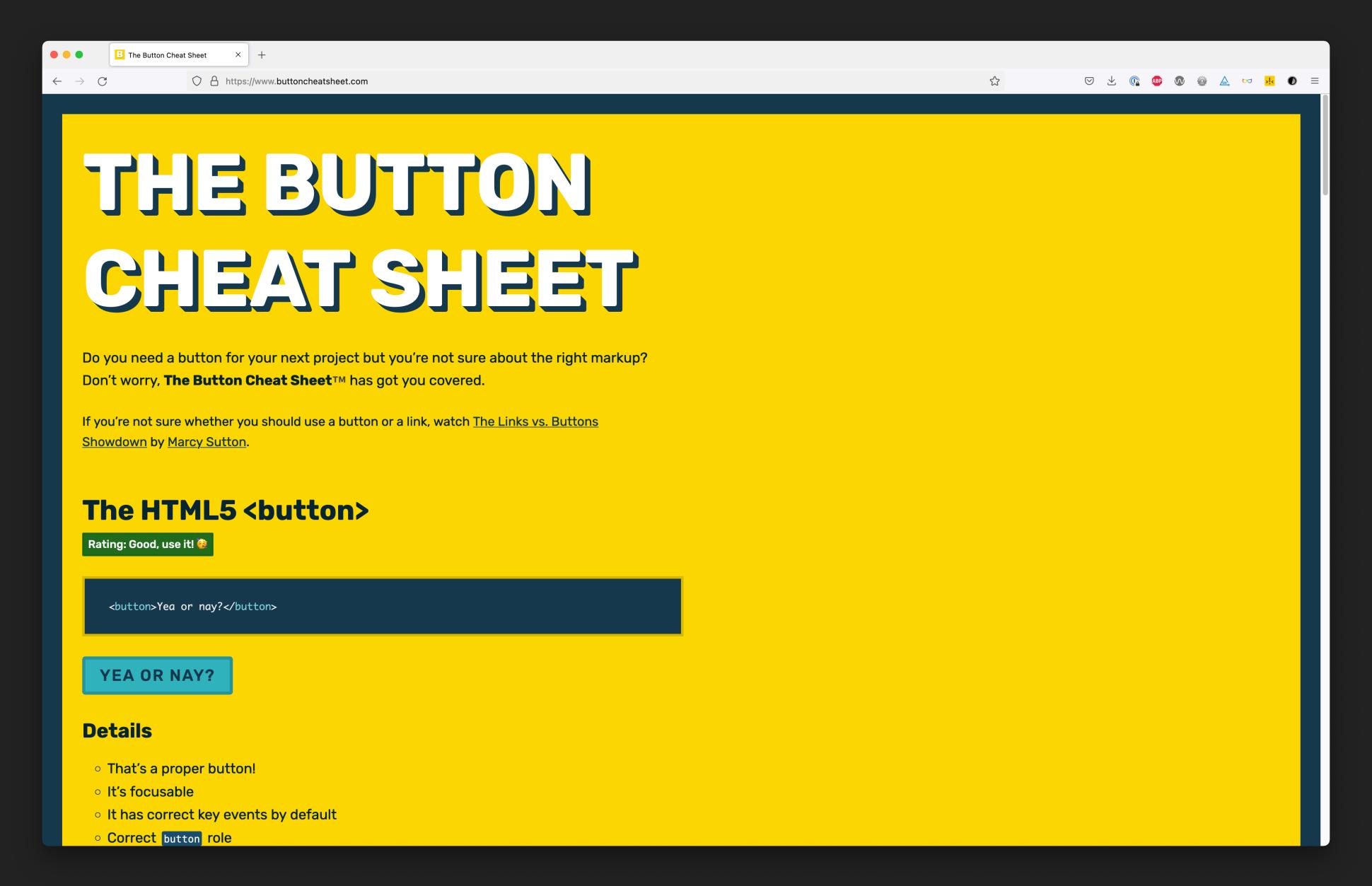
Beyond Tellerrand, Düsseldorf 2022



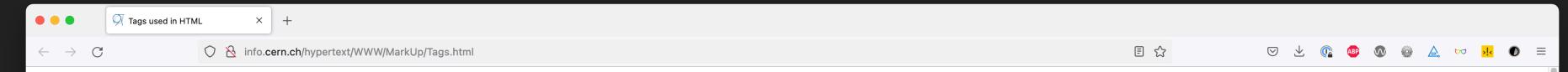








Source: <u>buttoncheatsheet.com</u>



### **HTML Tags**

This is a list of tags used in the HTML language. Each tag starts with a tag opener (a less than sign) and ends with a tag opener (a less than sign). Many tags have corresponding closing tags which identical except for a slash after the tag opener. (For example, the TITLE tag).

Some tags take parameters, called attributes. The attributes are given after the tag, separated by spaces. Certain attributes have an effect simply by their presence, others are followed by an equals sign and a value. (See the Anchor tag, for example). The names of tags and attributes are not case sensitive: they may be in lower, upper, or mixed case with exactly the same meaning. (In this document they are generally represented in upper case.)

Currently HTML documents are transmitted without the normal SGML framing tags, but if these are included parsers will ignore them.

### **Title**

The title of a document is given between title tags:

<TITLE> ... </TITLE>

The text between the opening and the closing tags is a title for the hypertext node. There should only be one title in any node. It should identify the content of the node in a fairly wide context, and should ideally fit on one line.

The title is not strictly part of the text of the document, but is an attribute of the node. It may not contain anchors, paragraph marks, or highlighting the node in a history list, to label the window displaying the node, etc. It is not normally displayed in the text of a document itself. Contrast titles with headings.

### **Next ID**

Obsolete: NeXT Browser only. May be ignored. This tag takes a single attribute which is the number of the next document-wide numeric identifier to be allocated (not good SGML). Note that when modifying a document, old anchor ids should not be reused, as there may be references stored elsewhere which point to them. This is read and generated by hypertext editors. Human writers of HTML usually use mnemonic alpha identifiers. Browser software may ignore this tag. Example of use:

### **Base Address**

Anchors specify addresses of other documents, in a from relative to the address of the current document. Normally, the address of a document is known to the browser because it was used to access the document. However, is a document is mailed, or is somehow visible with more than one address (for example, via its filename and also via its library name server catalogue number), then the browser needs to know the base address in order to correctly deduce external document addresses.

The format of this tag is not yet specified. NOT CURRENTLY USED

### Anchors

The format of an anchor is as follows:

<A NAME=xxx HREF=XXX> ... </A>

The text between the opening tag and the closing tag is either the start or destination (or both) of a link. Attributes of the anchor tag are as follows.

HRE

If the HREF attribute is present, the anchor is senstive text: the start of a link. If the reader selects this text, he should be presented with another document whose network address is defined by the value of the HREF attribute. The format of the network address is specified elsewhere. This allows for the form HREF=#identifier to refer to another anchor in the same document. If the anchor is in another document, the atribute is a relative name, relative to the documents address if any).

The attribute NAME allows the anchor to be the destination of a link. The value of the parameter is that part of a hypertext address which follows the hash sign.

An attribute TYPE may give the relationship described by the hyertext link. The type is expressed by a string for extensibility. Strings for types with particular semantics will be registered by the W3 team. The default relationship if none other is given is void.

All attributes are optional, although one of NAME and HREF is necessary for the anchor to be useful.

### **IsIndex**

This tag informs the reader that the document is an index document. As well as reading it, the reader may use a keyword search.

Format:

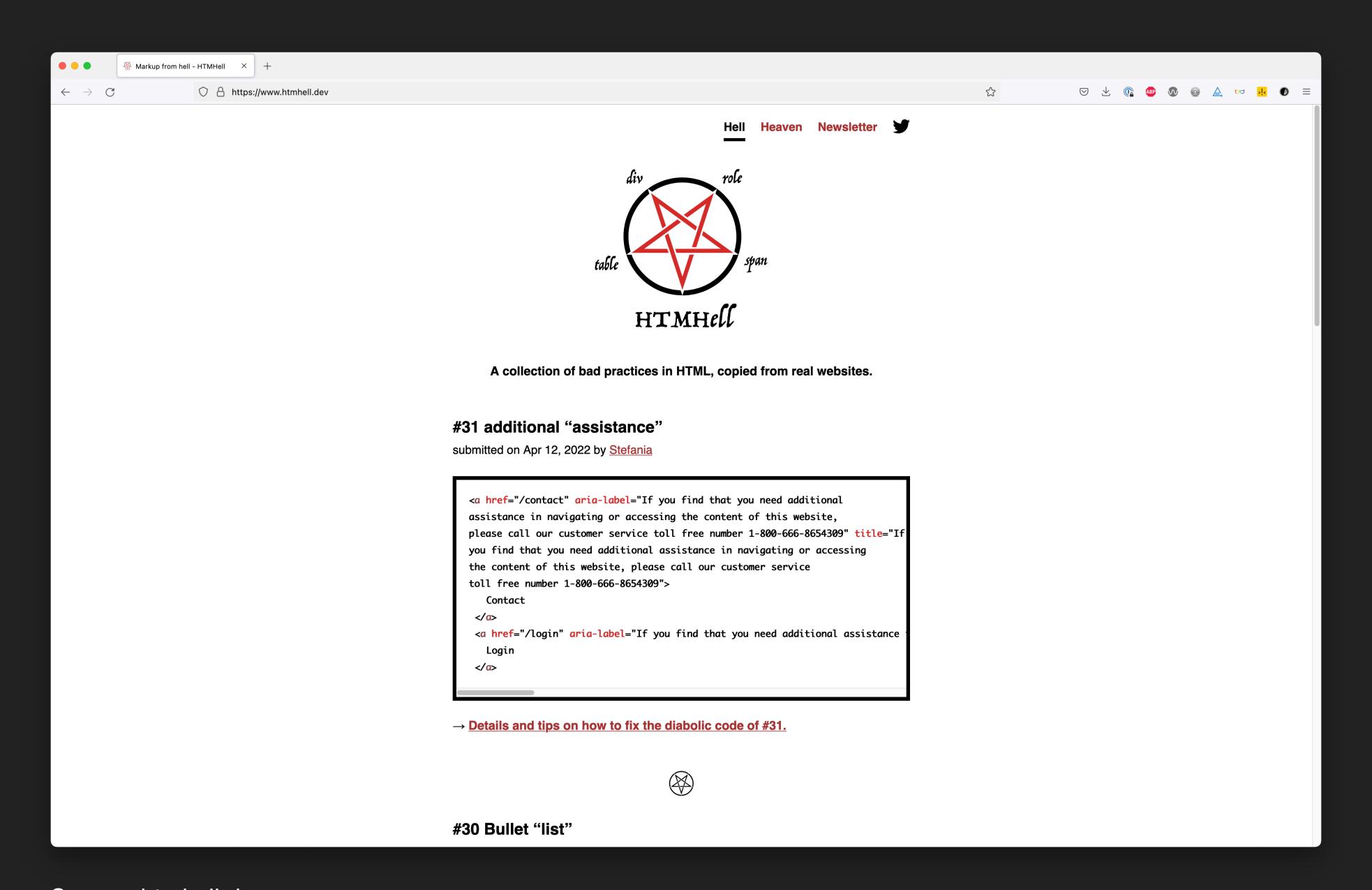
<ISINDEX

The node may be queried with a keyword search by suffixing the node address with a question mark, followed by a list of keywords separated by plus signs. See the network address format.



## We are not as good at writing HTML as we think we are.

```
<main>
 <section id="main-content">
    <header id="main-header">
      <section class="container-fluid">
        <section class="row">
          <article class="content col-sm-12">
            <section class="content-inner">
              <div class="content__body">
                <article class="slider">
                  <section class="slide"> ... </section>
                </article>
              </div>
            </section>
          </article>
        </section>
      </section>
    </header>
 </section>
</main>
```



Source: <u>htmhell.dev</u>

### <

• HTML

<br/><br>

• CSS

<br/><br>

JavaScript

### <div

<div </div>

<div >Click here!</div>

<div class="btn">Click here!</div>

### The Elements of HTML

- 1. <div>
- 2. <script>

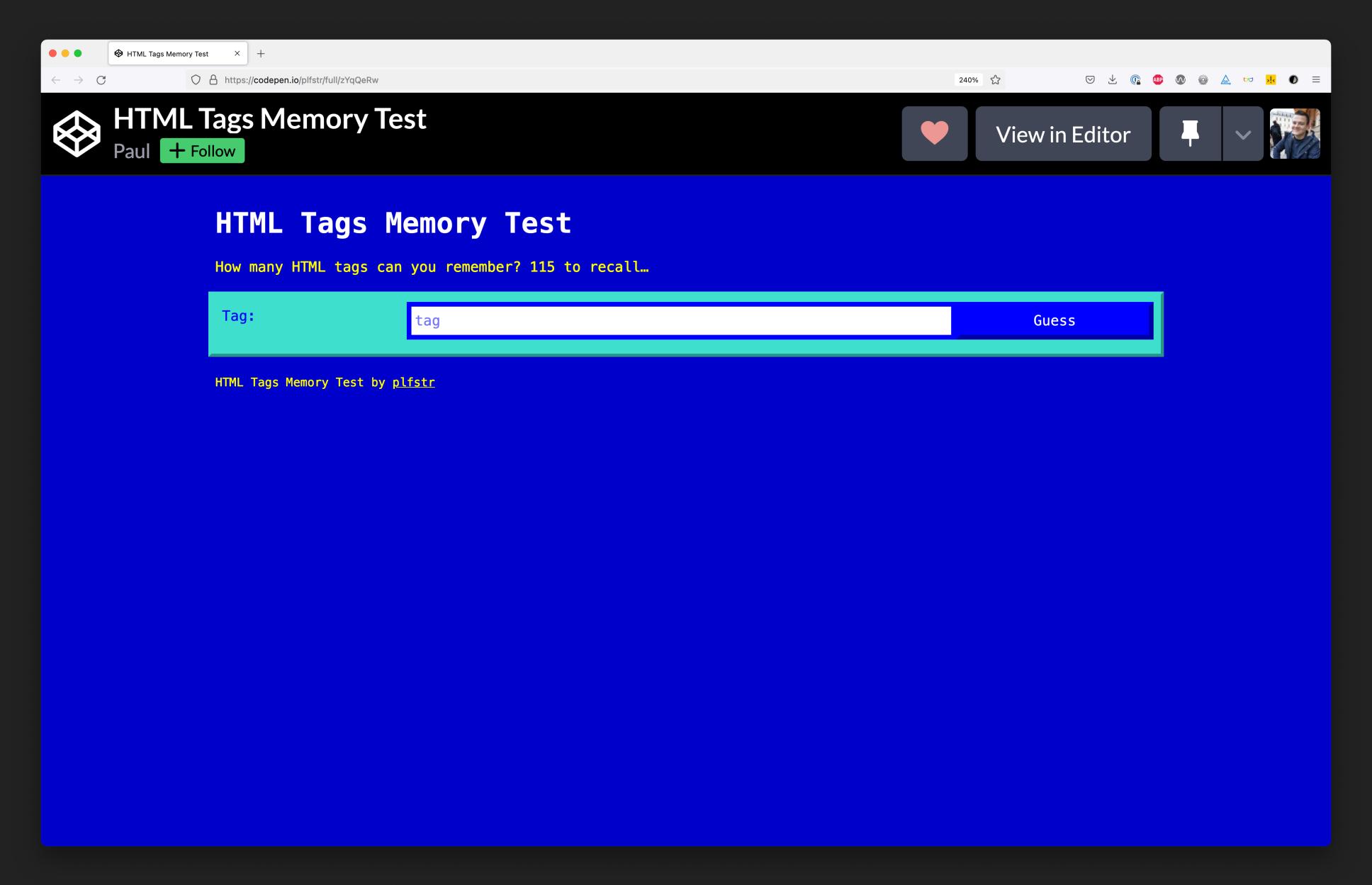
That's it, that's all. #yolo

### The Elements of HTML

- 1. <header>
- 2. <footer>
- 3. <main>
- 4. <section>
- 5. <article>
- 6. <aside>
- 7. cprogress>
- 8. <meter>
- 9. <details>

- 10. <summary>
- 11. <dialog>
- 12. <address>
- 13. <button>
- 14. <blockquote>
- 15. <abbr>
- 16. <kbd>
- 17. <mark>
- 18. <del>

- 19. <ins>
- 20. <caption>
- 21. <track>
- **22.** <output>
- 23. <|abel>
- 24. <fieldset>
- 25. <textarea>
- **26.** <video>
- **27.** ....



## Designers know too little about HTML.

# Some people just don't care.

Source: <a href="https://https



### Navigation

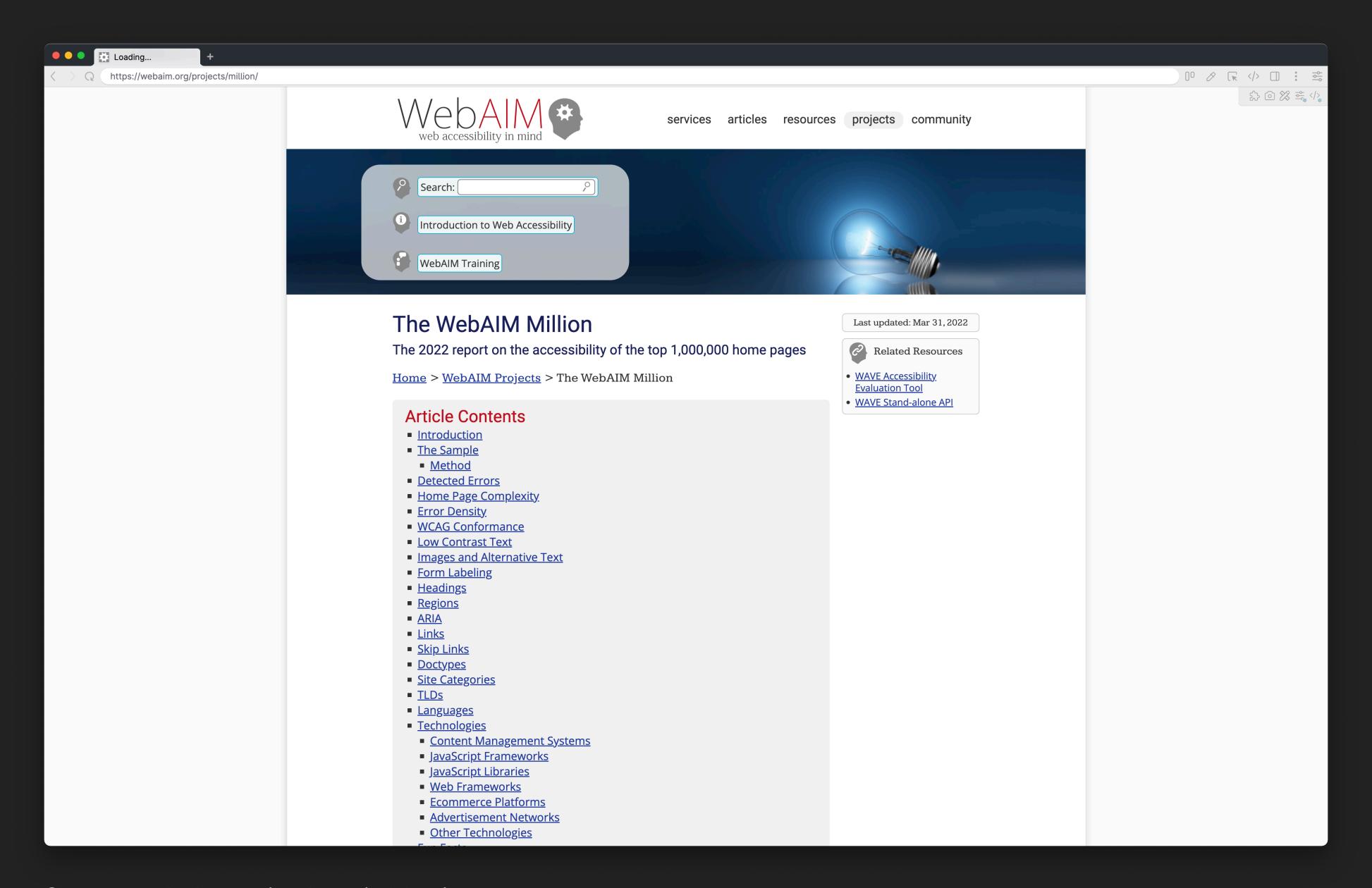
```
<nav aria-label="Website">

<a aria-current="true" href="/">Home</a>
<a href="/about/">About</a>

<//r>
```



## We put too much trust and hope in ARIA.



### Home pages with ARIA present averaged 70% more detected errors than those without ARIA.

Source: webaim.org/projects/million





If you can use a native HTML element or attribute with the semantics and behavior you require already built in, instead of re-purposing an element and adding an ARIA role, state or property to make it accessible, then do so.

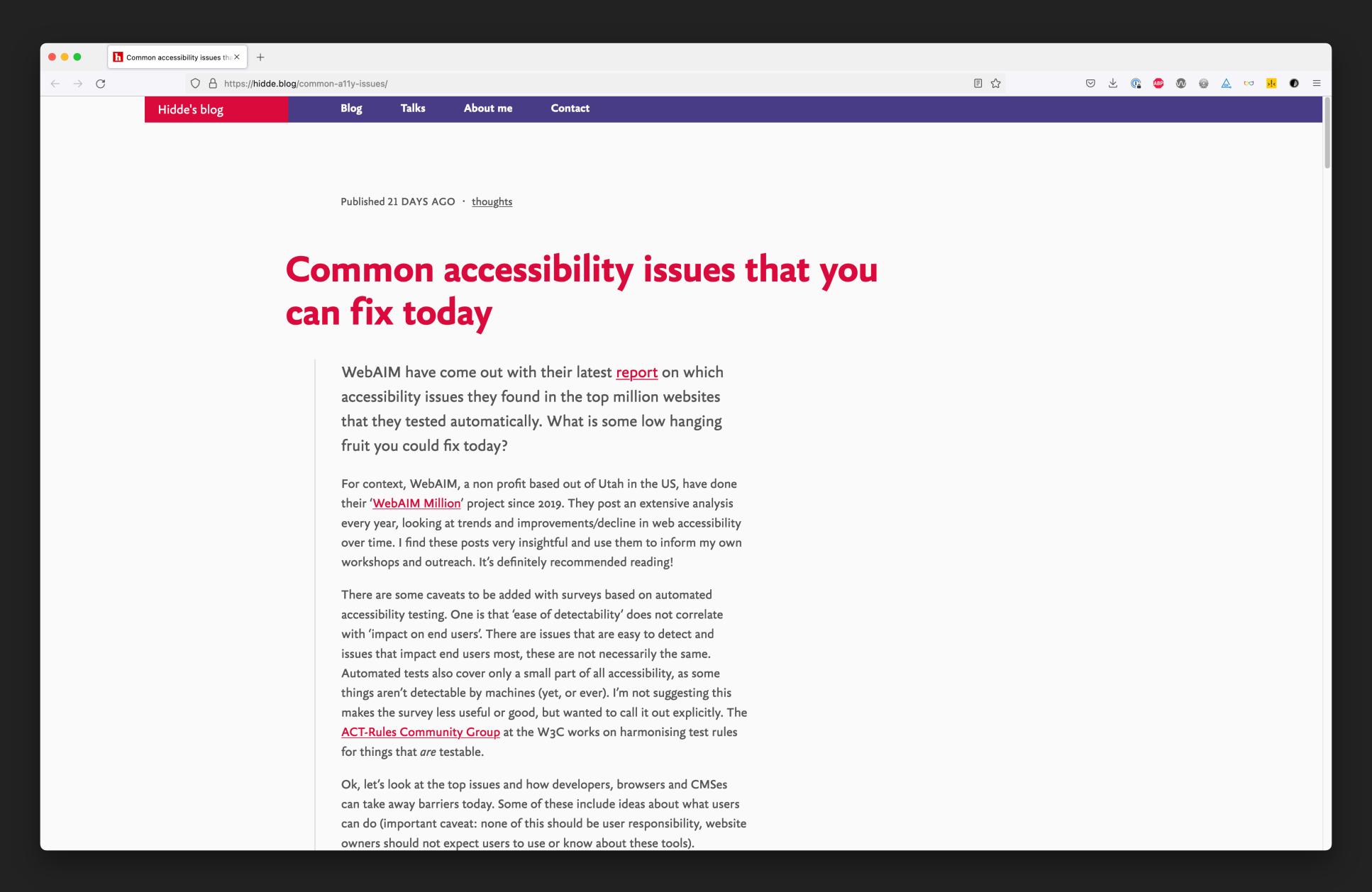
Source: w3.org/TR/using-aria

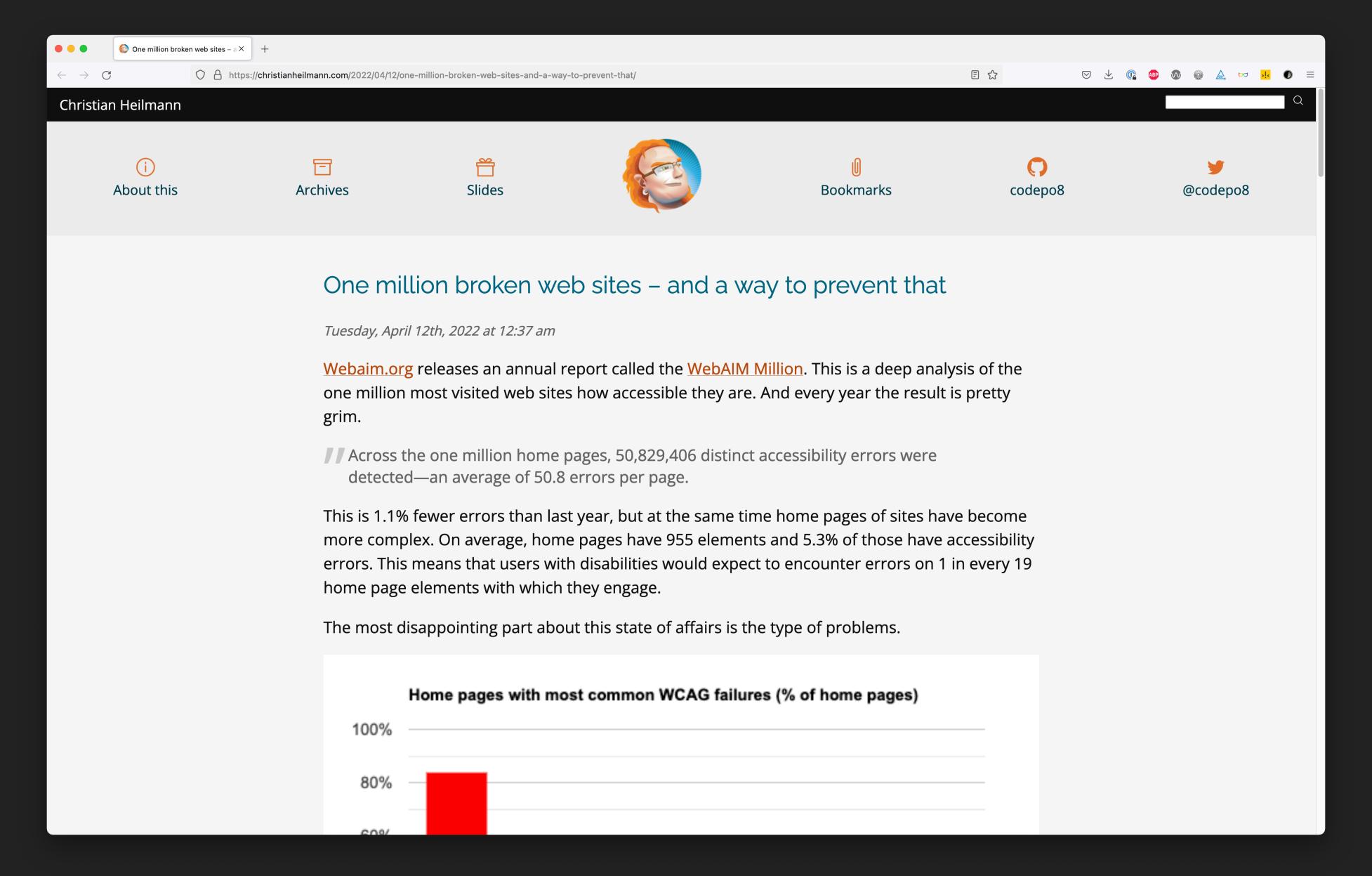




WCAG Failure Type	% of home pages in 2022	% of home pages in 2021	% of home pages in 2020	% of home pages in 2019
Low contrast text	83.9%	86.4%	86.3%	85.3%
Missing alternative text for images	55.4%	60.6%	66.0%	68.0%
Empty links	50.1%	51.3%	59.9%	58.1%
Missing form input labels	46.1%	54.4%	53.8%	52.8%
Empty buttons	27.2%	26.9%	28.7%	25.0%
Missing document language	22.3%	28.9%	28.0%	33.1%

Source: webaim.org/projects/million





### Most common issues

- Low contrast text
- Missing alternative text for images
- Empty links
- Missing form input labels
- Empty buttons
- Missing document language

# We're wrongfully downplaying the complexity of HTML due to the simplicity of its syntax.

# There's more to HTML than tags and attributes.

#### Most common issues

- Low contrast text
- Missing alternative text for images
- Empty links
- Missing form input labels
- Empty buttons
- Missing document language

Accessibility issues don't just come from what's visible in a design, but from what's not visible.



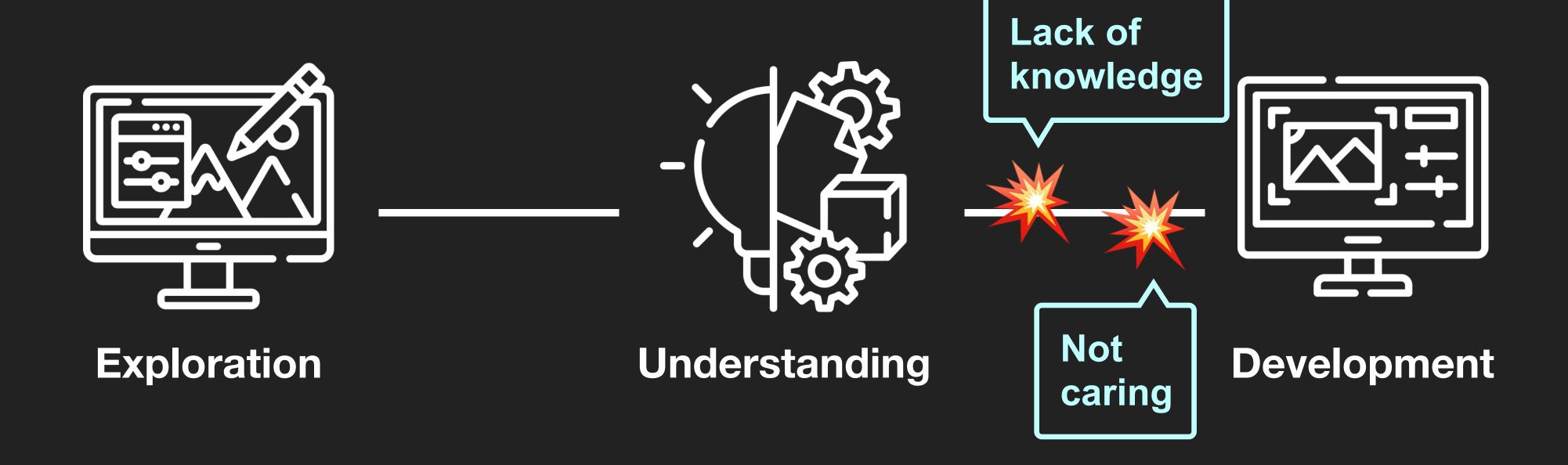
**Exploration** 

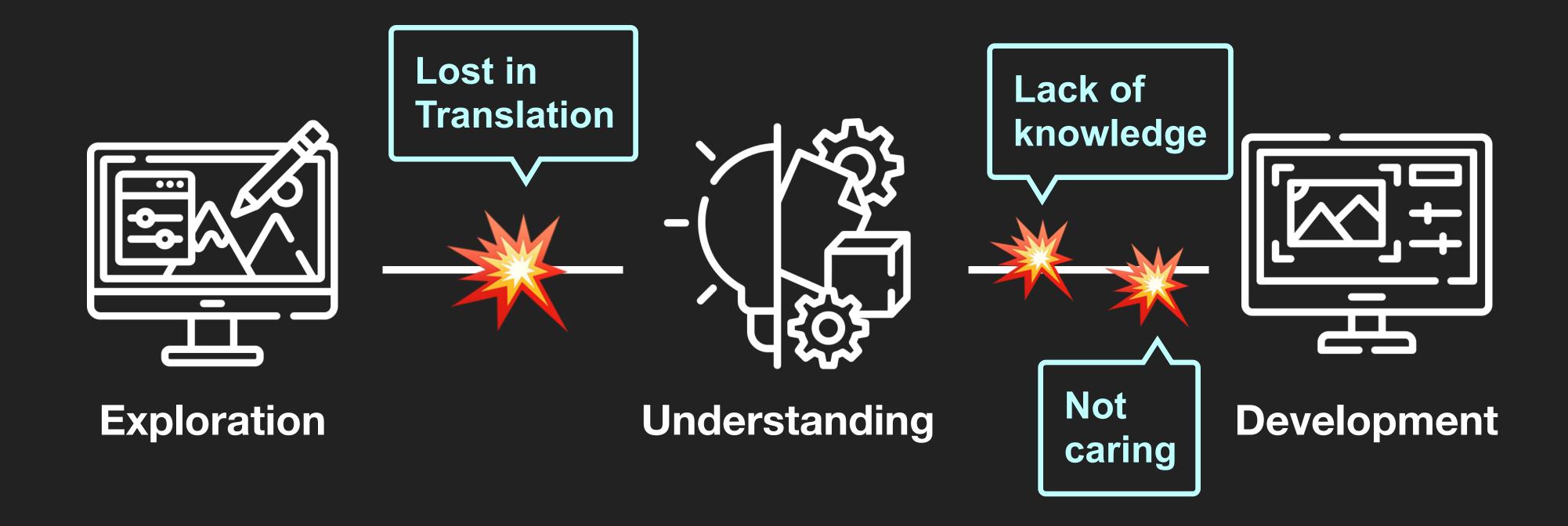












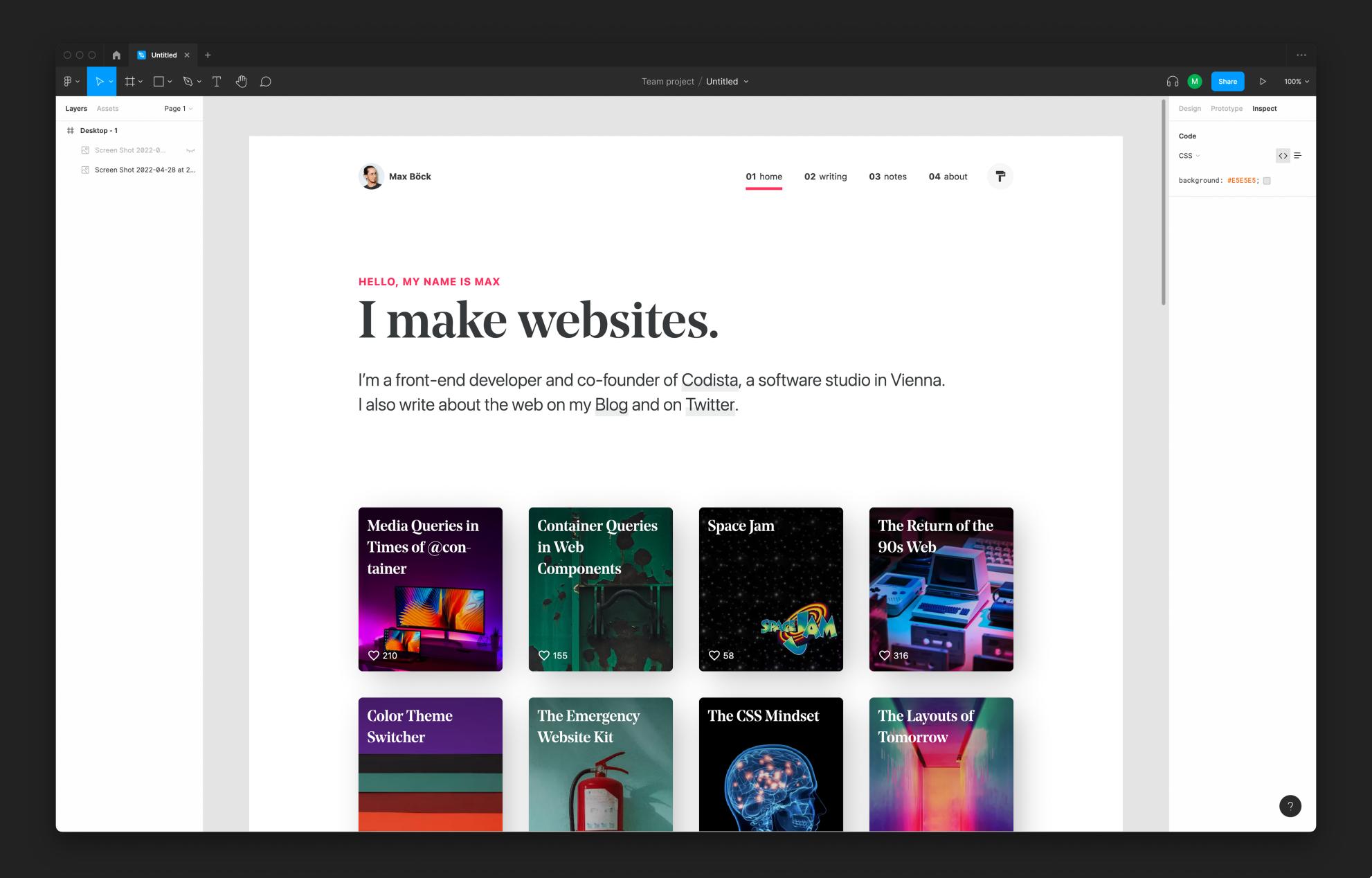
Basic understanding

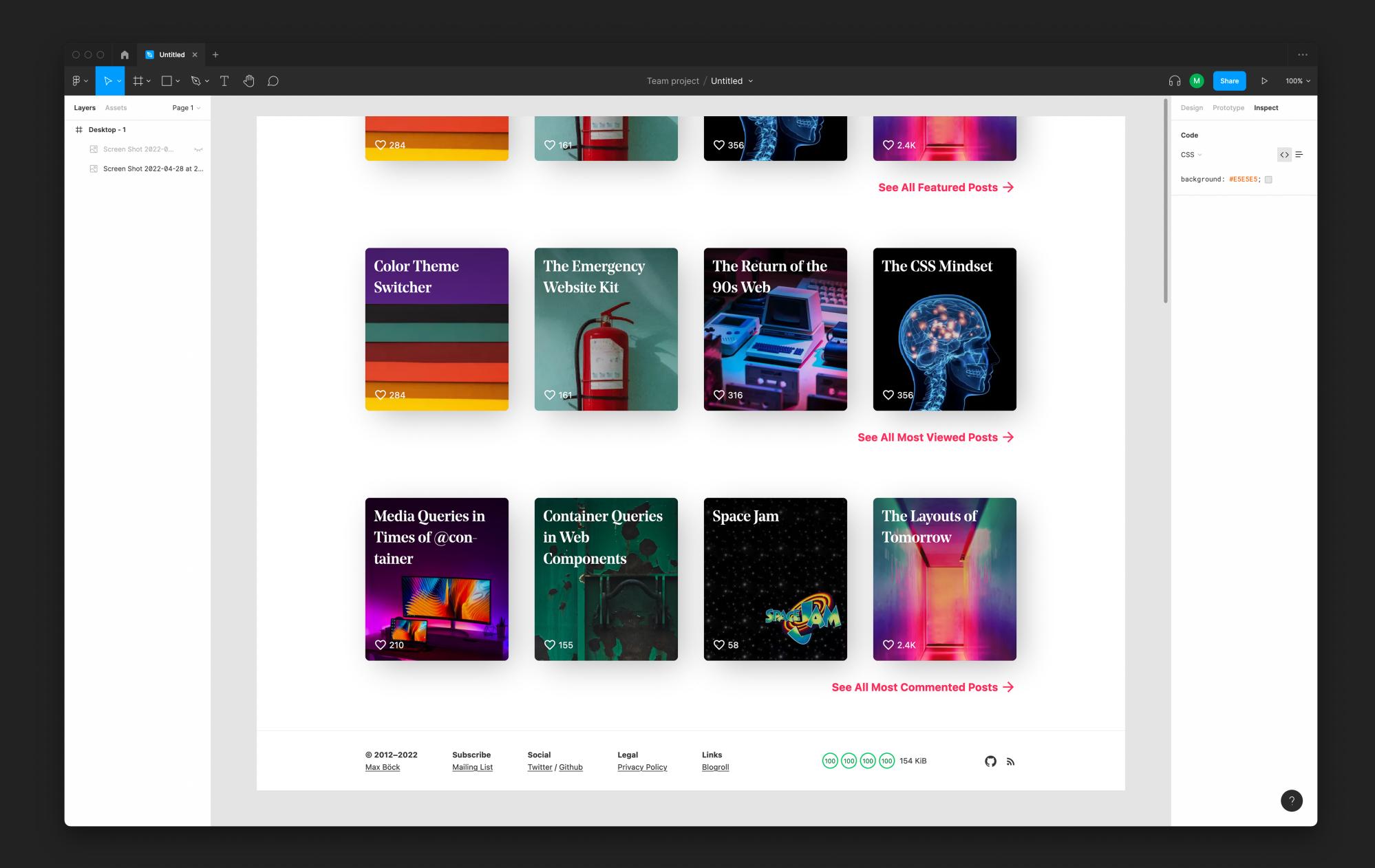
- Basic understanding
- Overview

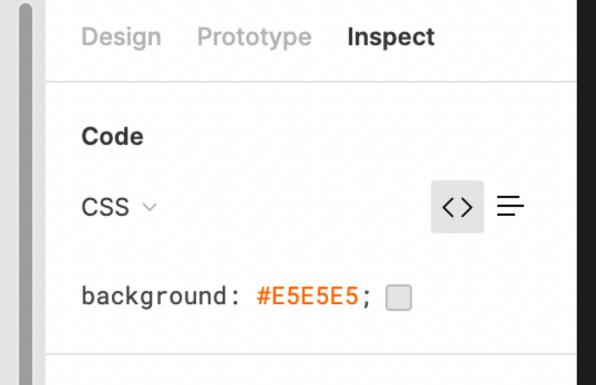
- Basic understanding
- Overview
- Orientation

- Basic understanding
- Overview
- Orientation
- Information

- Basic understanding
- Overview
- Orientation
- Information
- Navigation







Share

 $\triangleright$ 

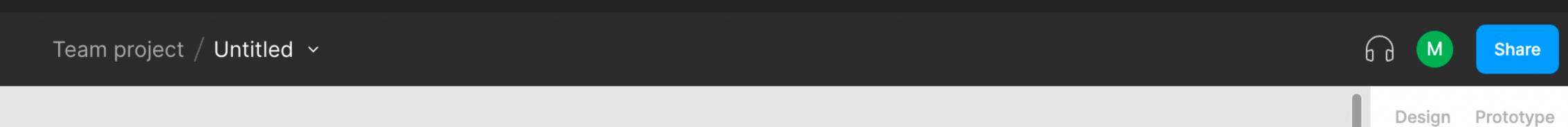
100% ~

60

M

sites.

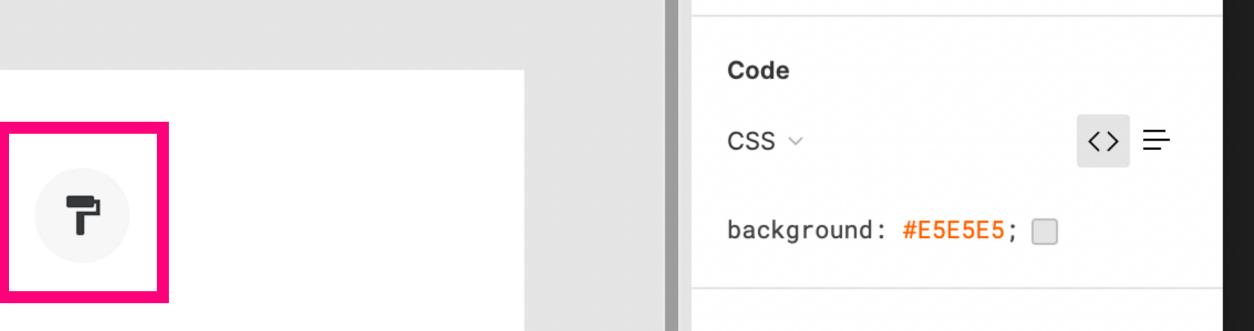
under of Codista, a software studio in Vienna. g and on Twitter.



**04** about

03 notes

**02** writing



 $\triangleright$ 

Inspect

100% ~

# sites.

under of Codista, a software studio in Vienna.

og and on Twitter.

01 home









```
<br/>
<br/>
<svg>
<path d="" />
</svg>
</button>
```



```
<button aria-label="Change theme">
    <svg aria-hidden="true">
        <path d="" />
        </svg>
</button>
```









```
<button>
    <span class="sr-only">Change theme</span>
    <svg aria-hidden="true">
         <path d="" />
         </svg>
</button>
```











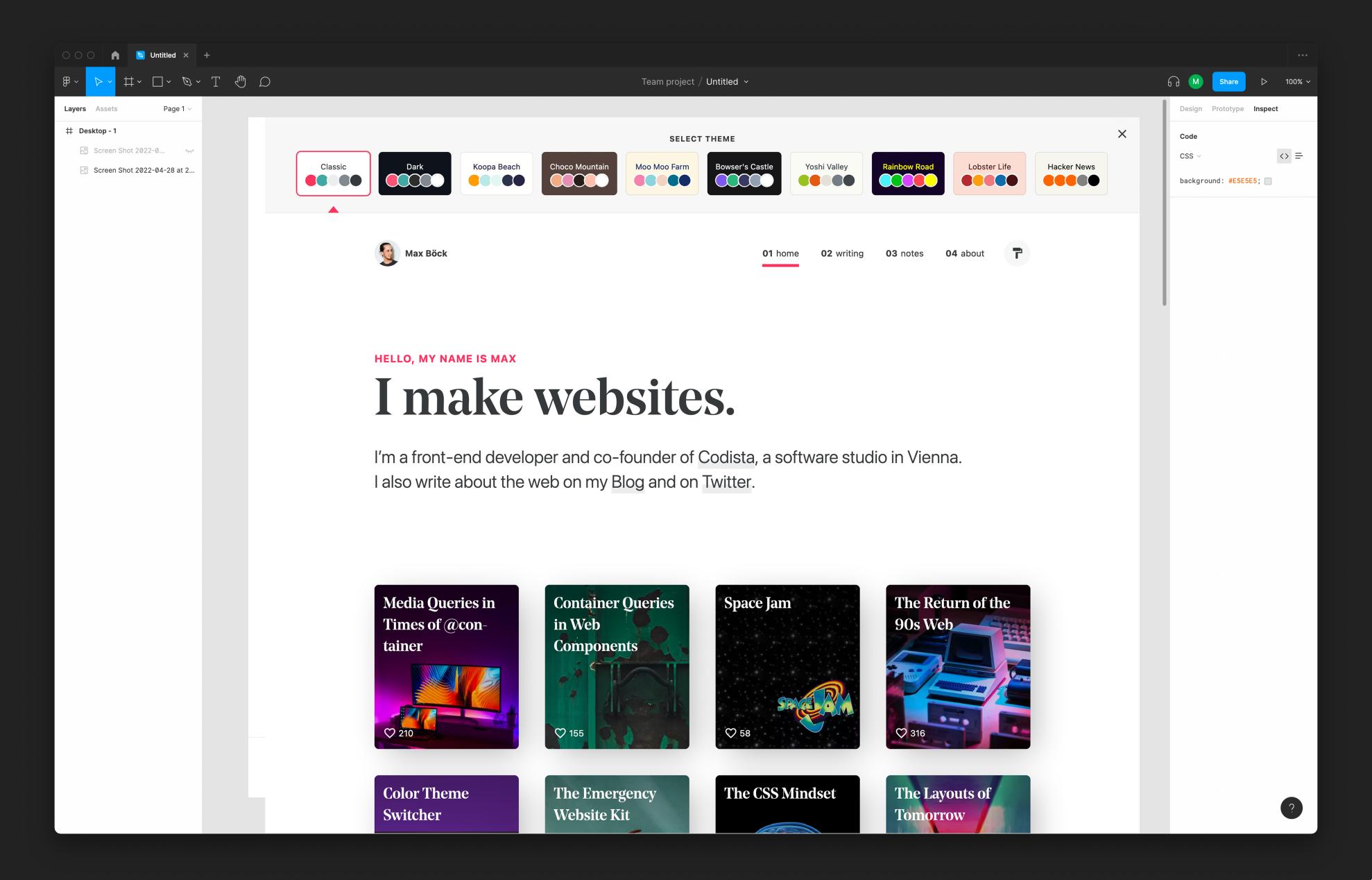
• Focusable, interactive element (<button>)

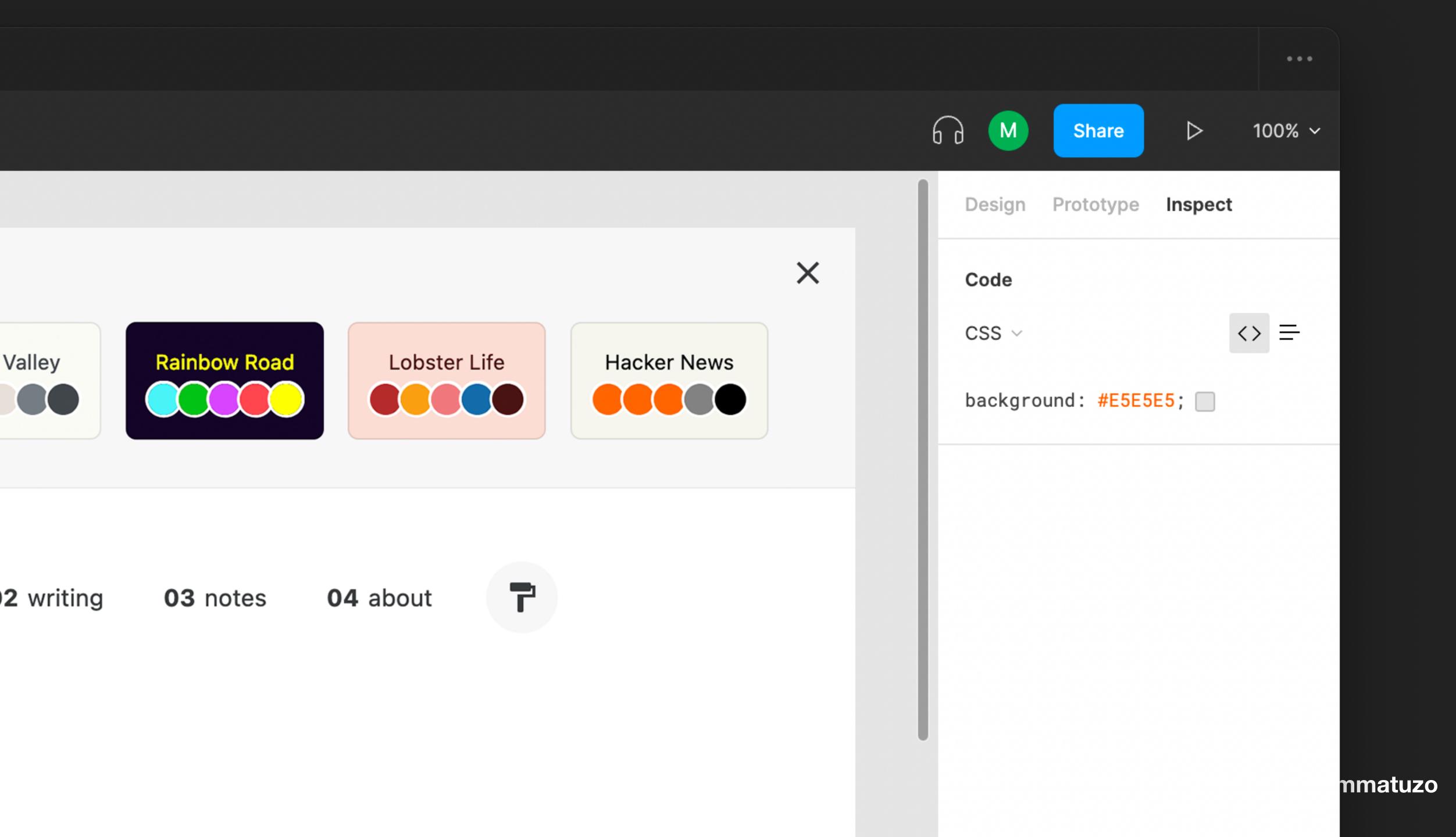
- Focusable, interactive element (<button>)
- Accessible name (a label)

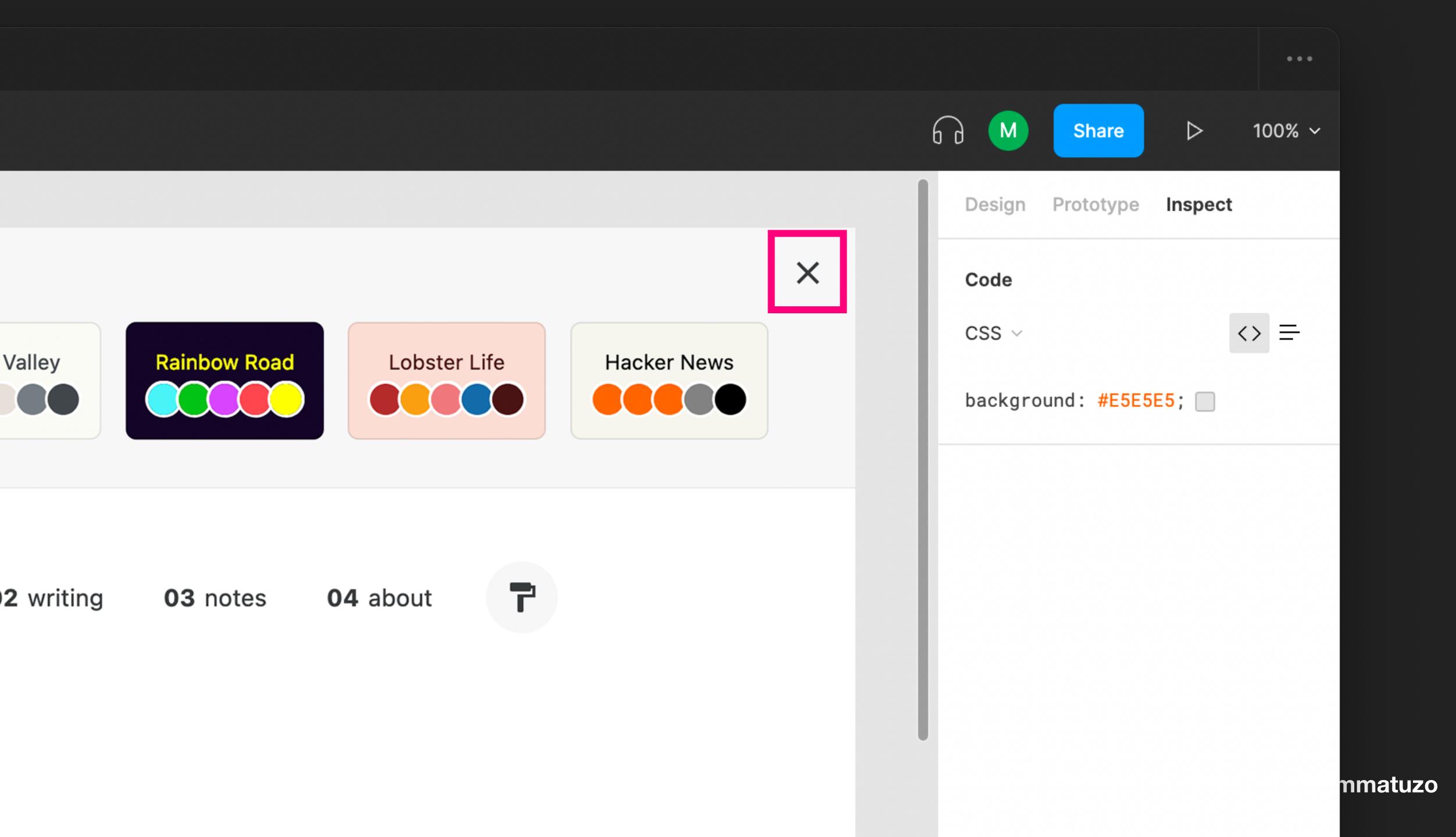
- Focusable, interactive element (<button>)
- Accessible name (a label)
- Correct role (button)

- Focusable, interactive element (<button>)
- Accessible name (a label)
- Correct role (button)
- Communicate state ([aria-expanded])

- Focusable, interactive element (<button>)
- Accessible name (a label)
- Correct role (button)
- Communicate state ([aria-expanded])
- Communicate relationship ([aria-controls])



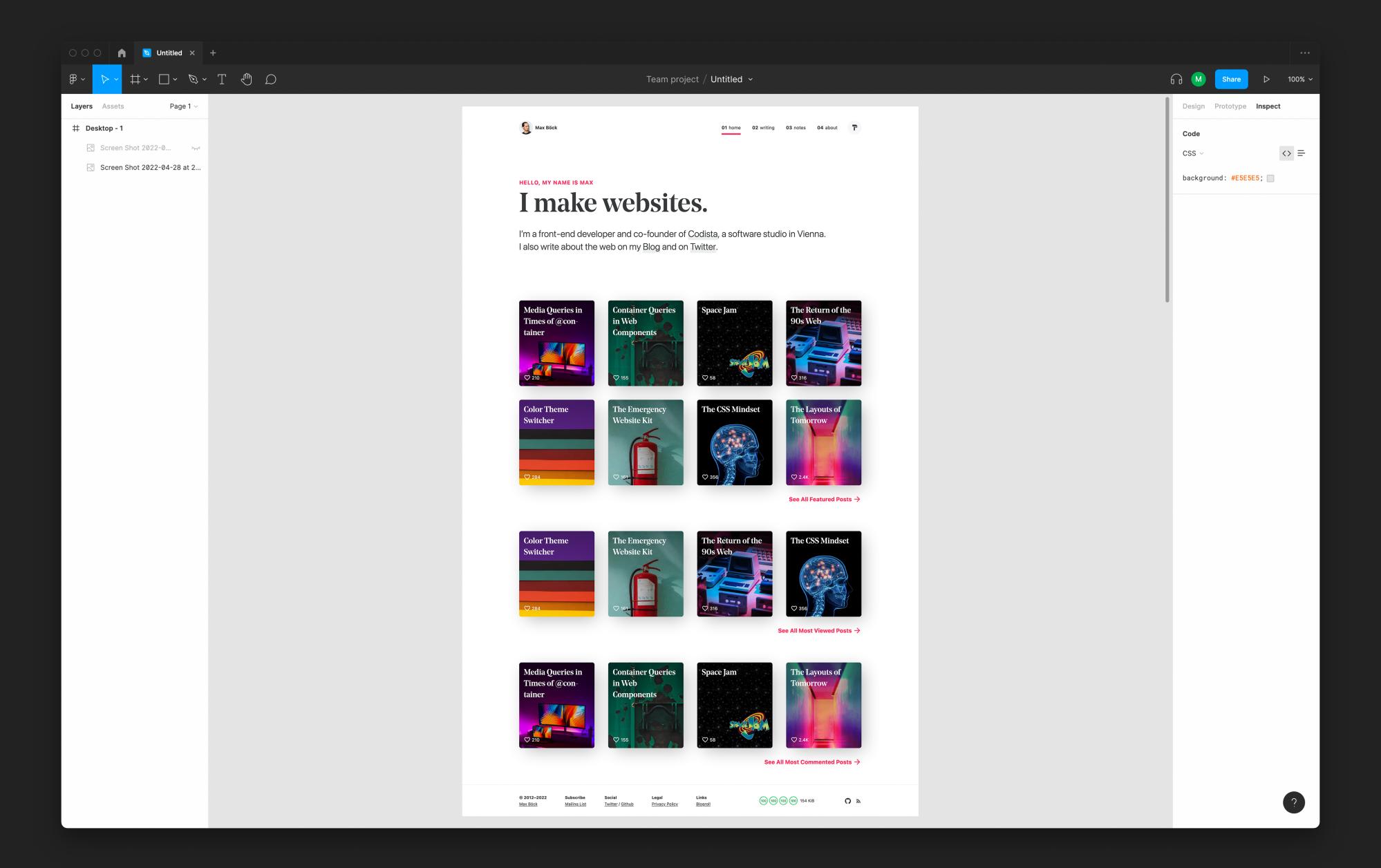


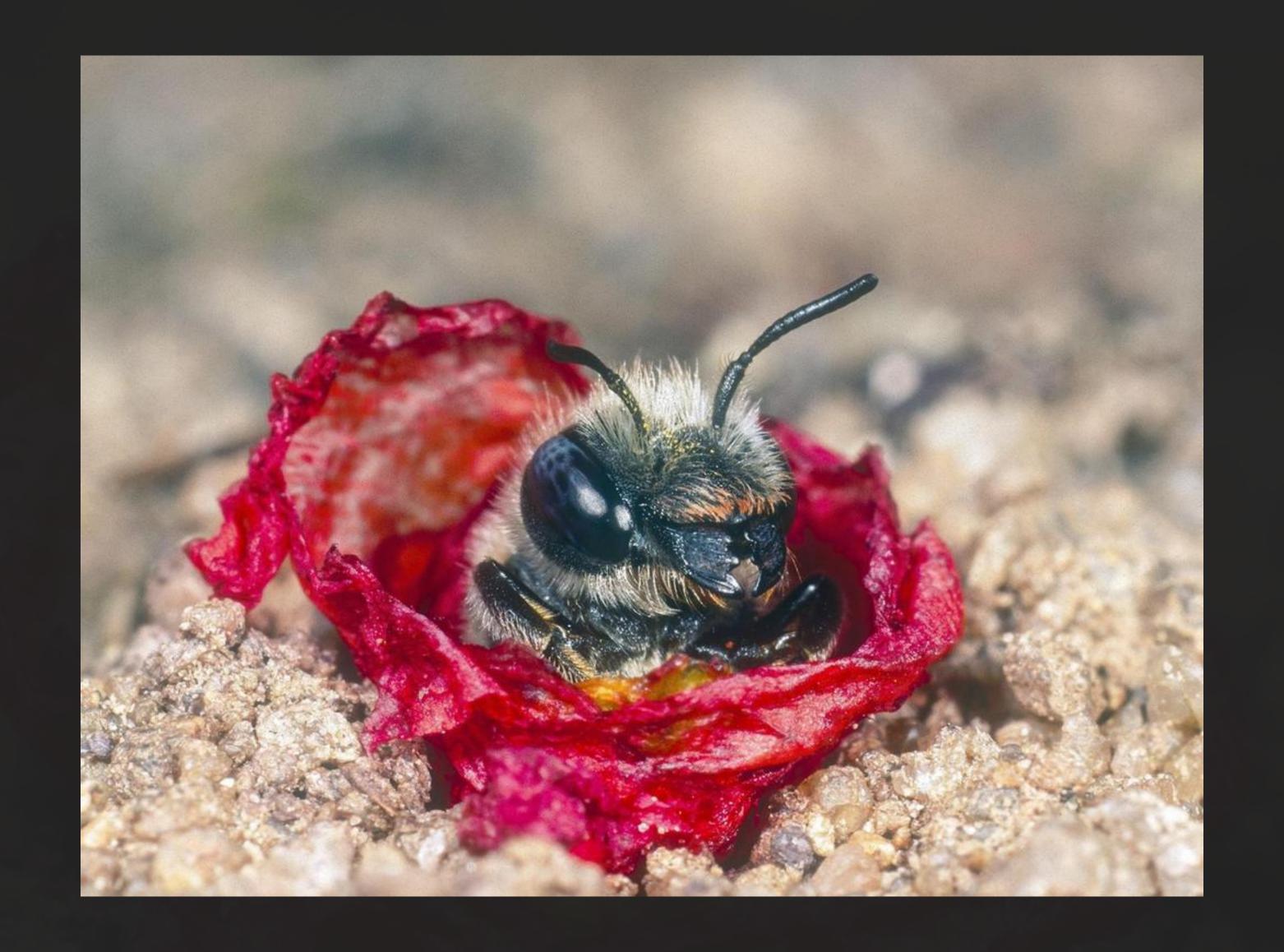






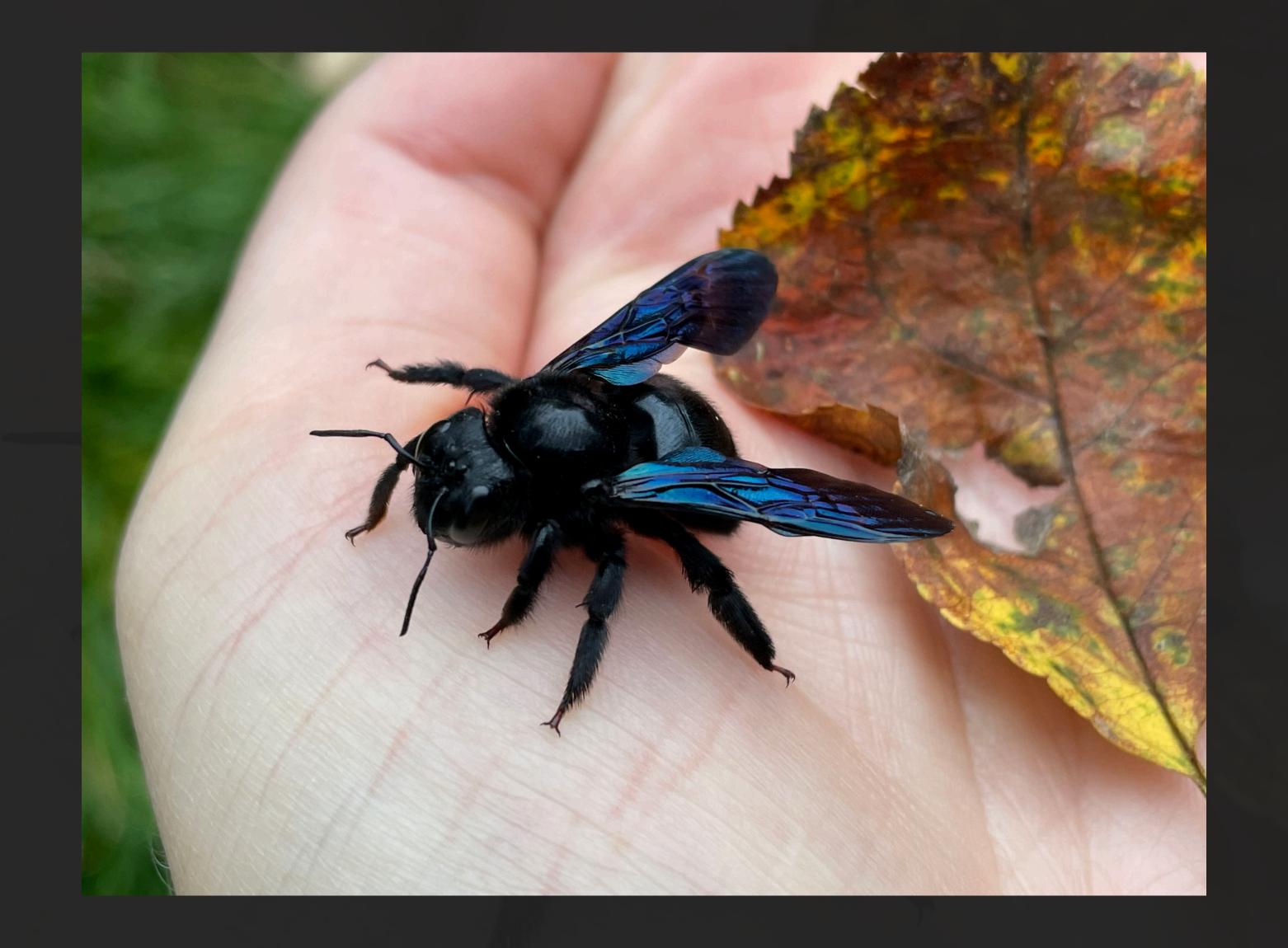




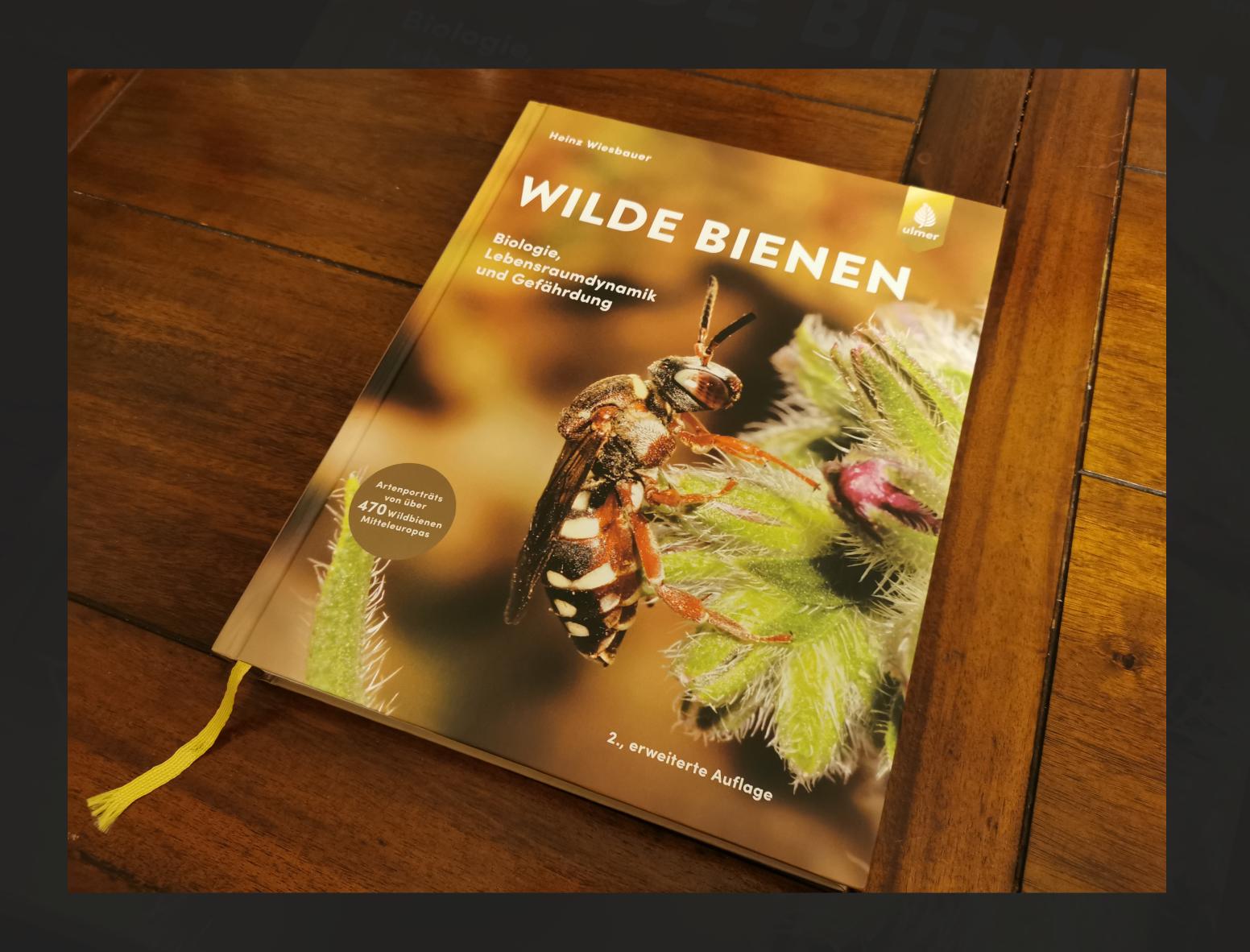


Source: <u>nordbayern.de</u>





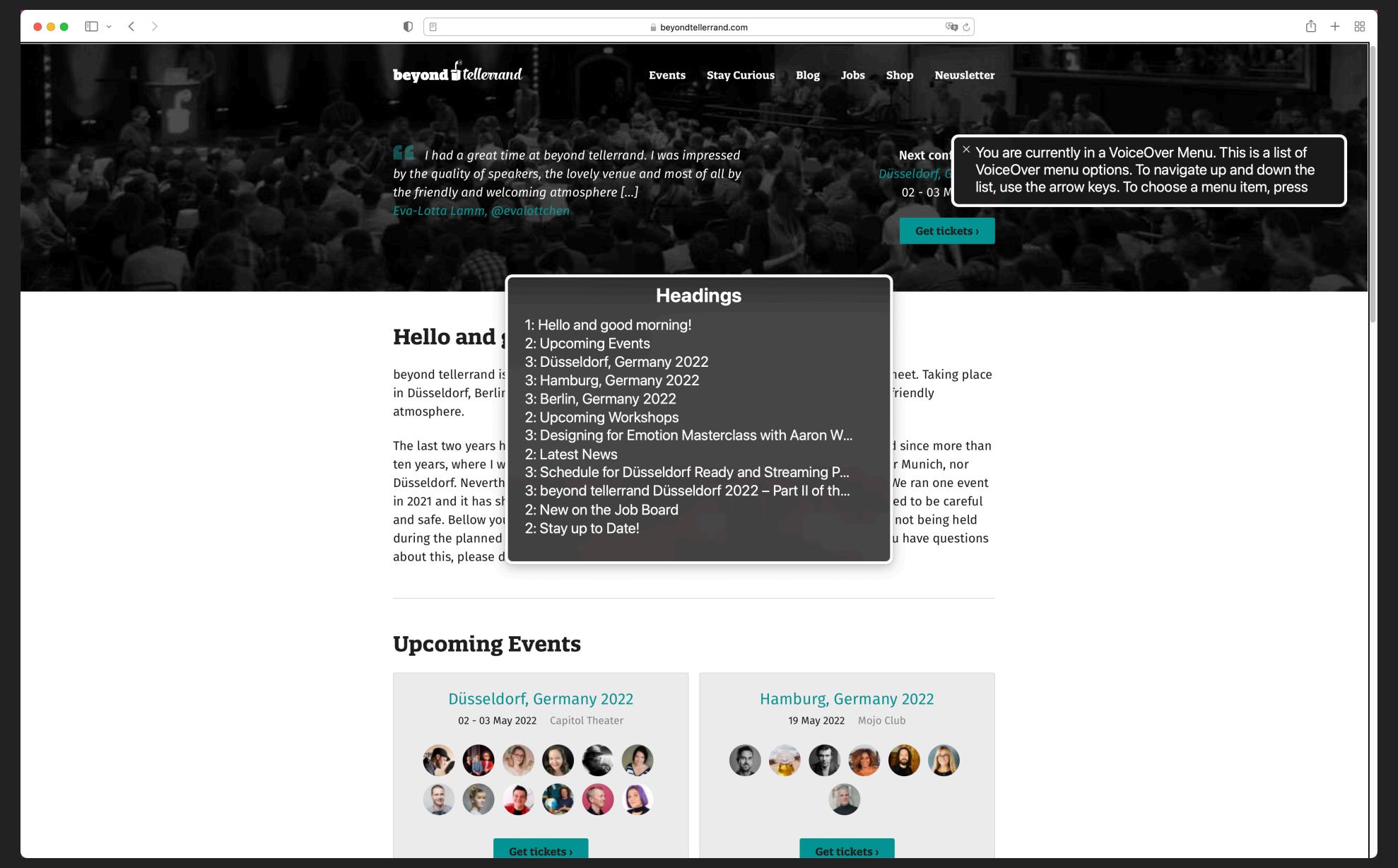
Source: <u>nabu-hadamar.de</u>

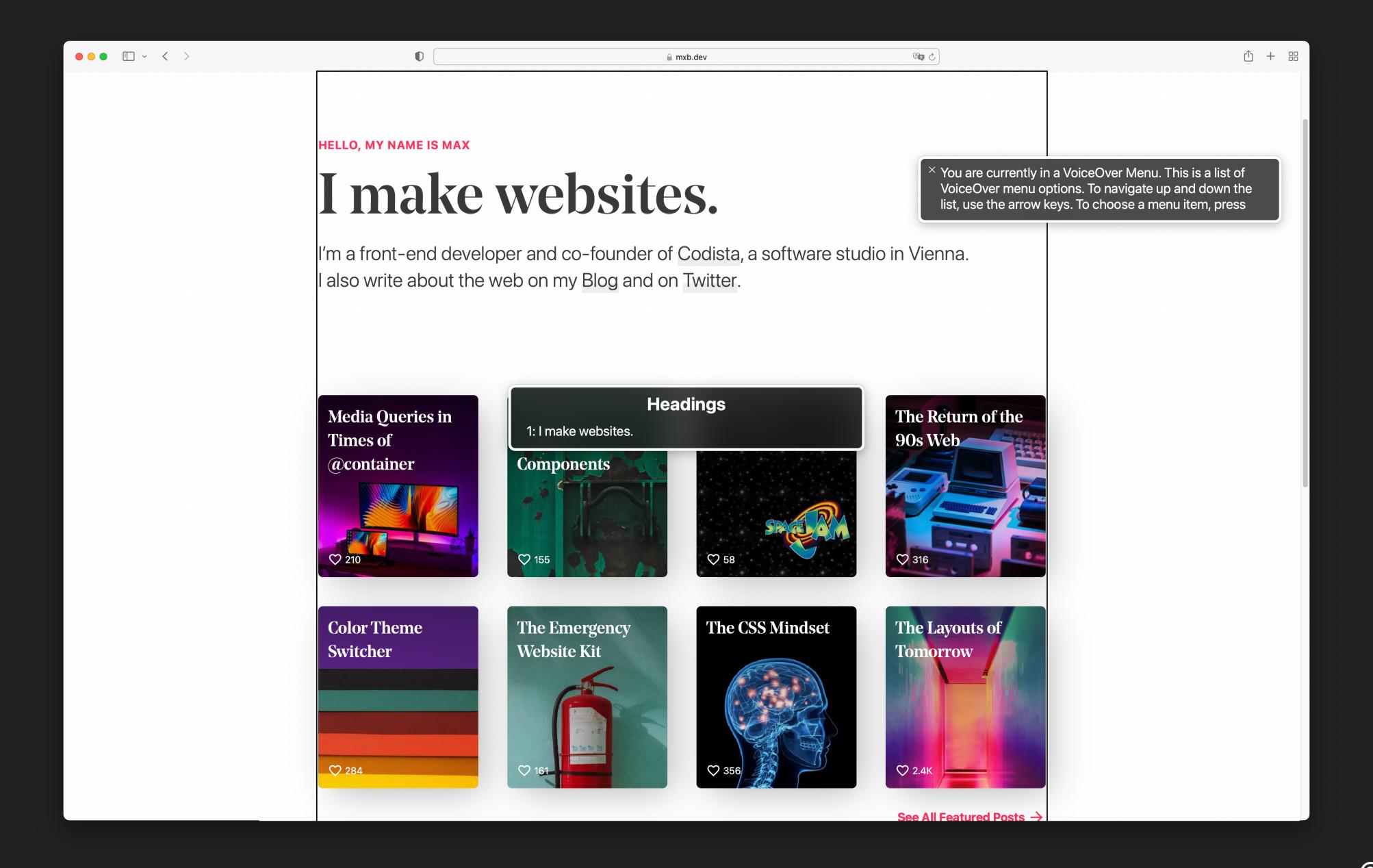


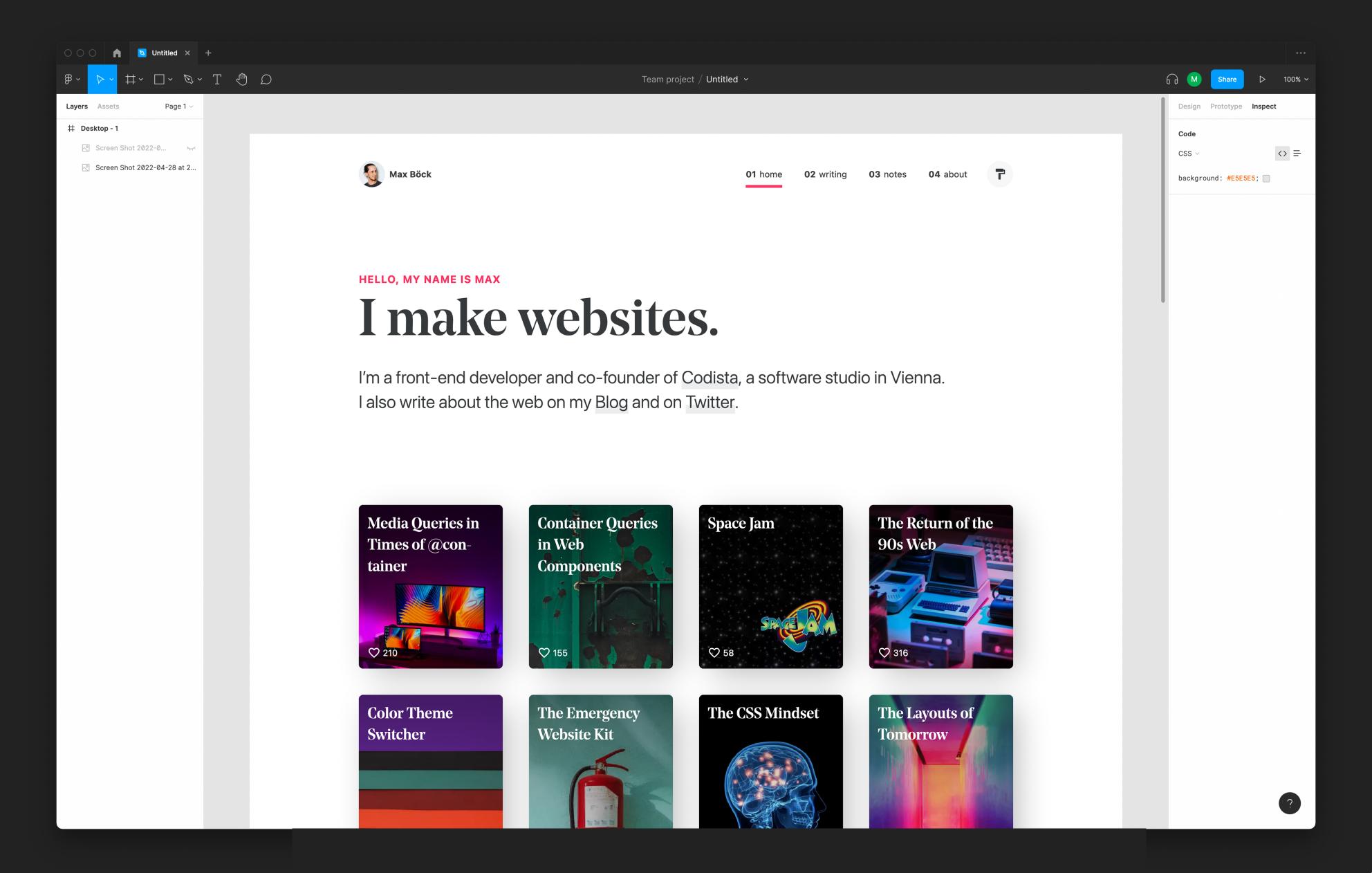
#### INHALT

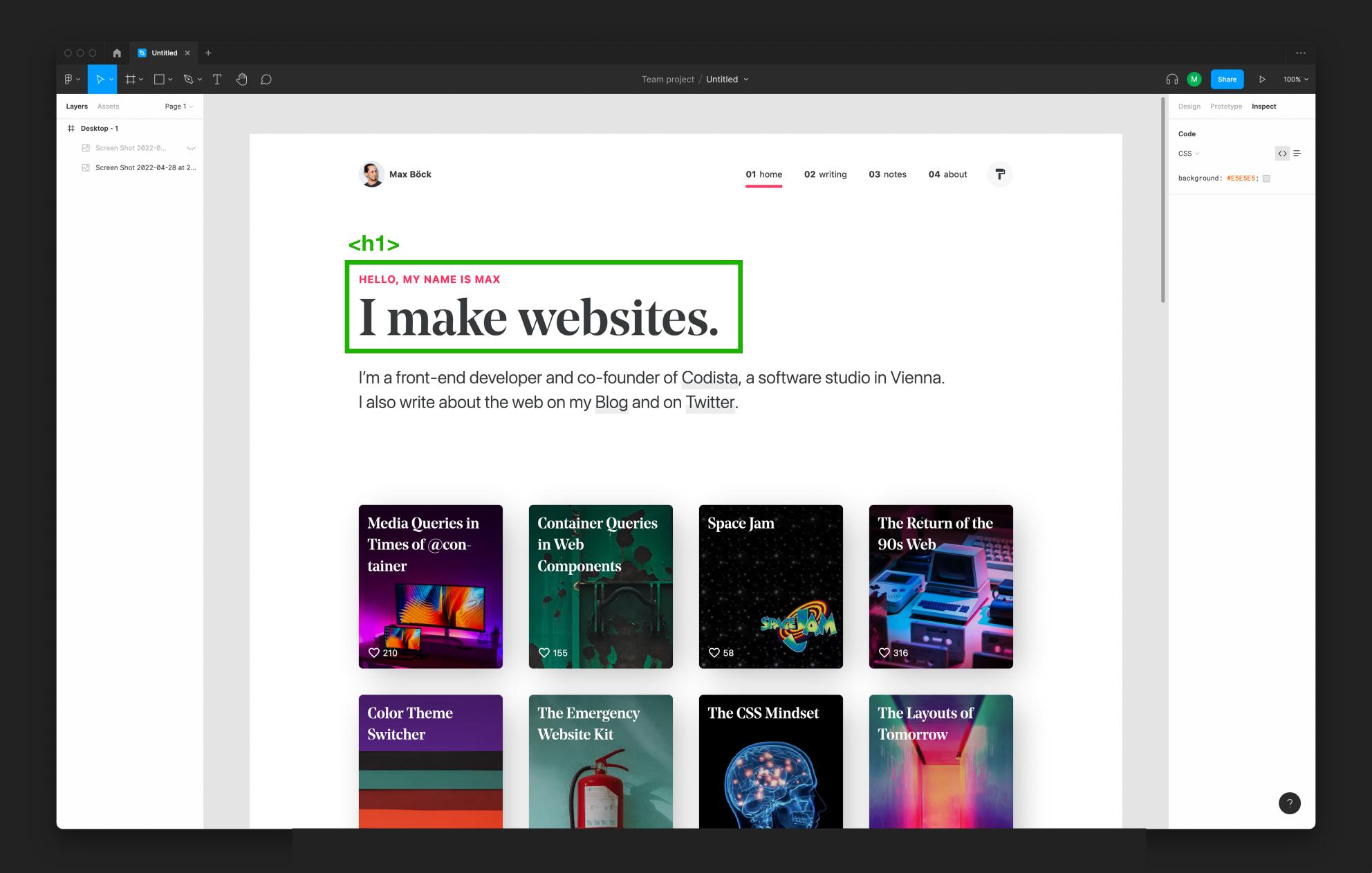
1	Vielfalt der Wildbienen	7
2	Lebensweise und Entwicklungszyklus	9
3	Das Nest	15
3.1	Nistplatzwahl	17
3.2	Nistverhalten ausgewählter Wildbienen	21
3.2.1	Kunstvolle Nester aus Blüten- oder Laubblättern	21
3.2.2	Leere Schneckenschalen	27
3.2.3	Verlassene Gallen	30
3.2.4	Nester aus Mörtel und Steinchen	34
3.2.5	Zusammenfassende Darstellung	36
4	Beziehung zwischen Pflanzen und Bienen	41
4.1	Oligolektische und polylektische Arten	42
4.2	Pollenernte	44
4.3	Nektarernte	48
4.4.1	Ragwurz – trickreiche Blütenökologie	51
4.4.2	Schenkelbienen	52
5	Kuckucksbienen und andere Antagonisten	55
5.1	Kuckucksbienen (parasitische Bienen)	55
5.2	Kuckuckswespen (parasitische Wespen)	58
5.3	Ölkäfer	64
5.4	Fächerflügler	67
5.5	Wollschweber und andere Fliegen	68
5.6	Weitere Antagonisten	69
6	Veränderung der Kulturlandschaft	75
6.1	Stadt, Dorf, Siedlung	75
6.1.1	Gärten und Parks	76
6.1.2	Stadtbrachen	80
6.2	Ackerbaulich genutzte Kulturlandschaft	82
6.3	Wiesendominierte Kulturlandschaft	86
6.4	Wälder	90
6.5	Montane bis alpine Lagen	96
6.6	Hochalpine Lebensräume (Trümmerschuttfluren und Gletschervorfeld)	98
7	Besonders wertvolle Lebensräume (Auswahl)	101
7.1	Hohlwege und Lössterrassen	101
7.2	Sandlebensräume	106
7.3	Trockenrasen, Felssteppen und andere Trockenstandorte	108
7.4	Feuchtgebiete	115
7.5	Salzlebensräume	117
8	Gefährdung der Wildbienen	121
21	Nahrungsmangel	123

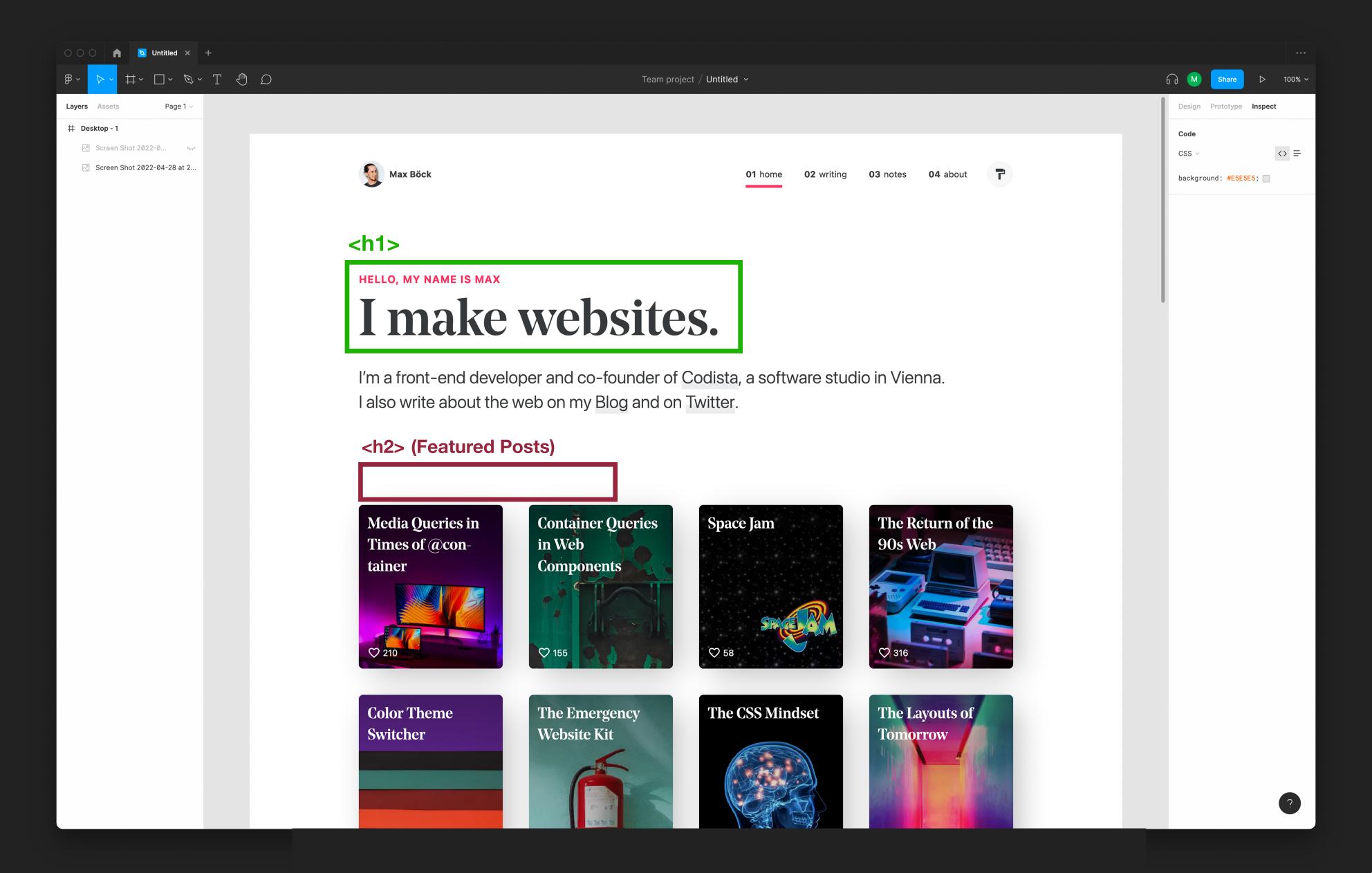
@mmatuzo

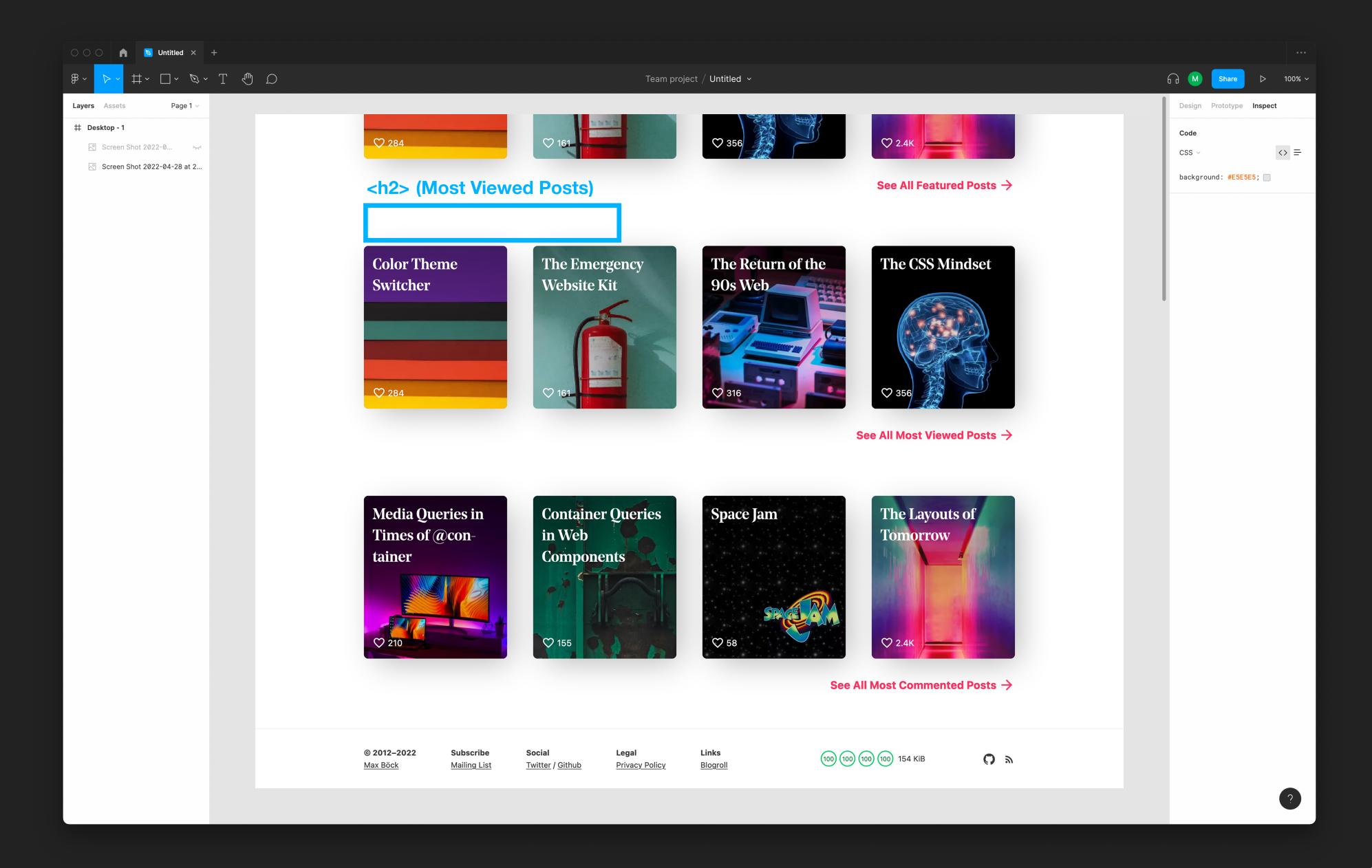


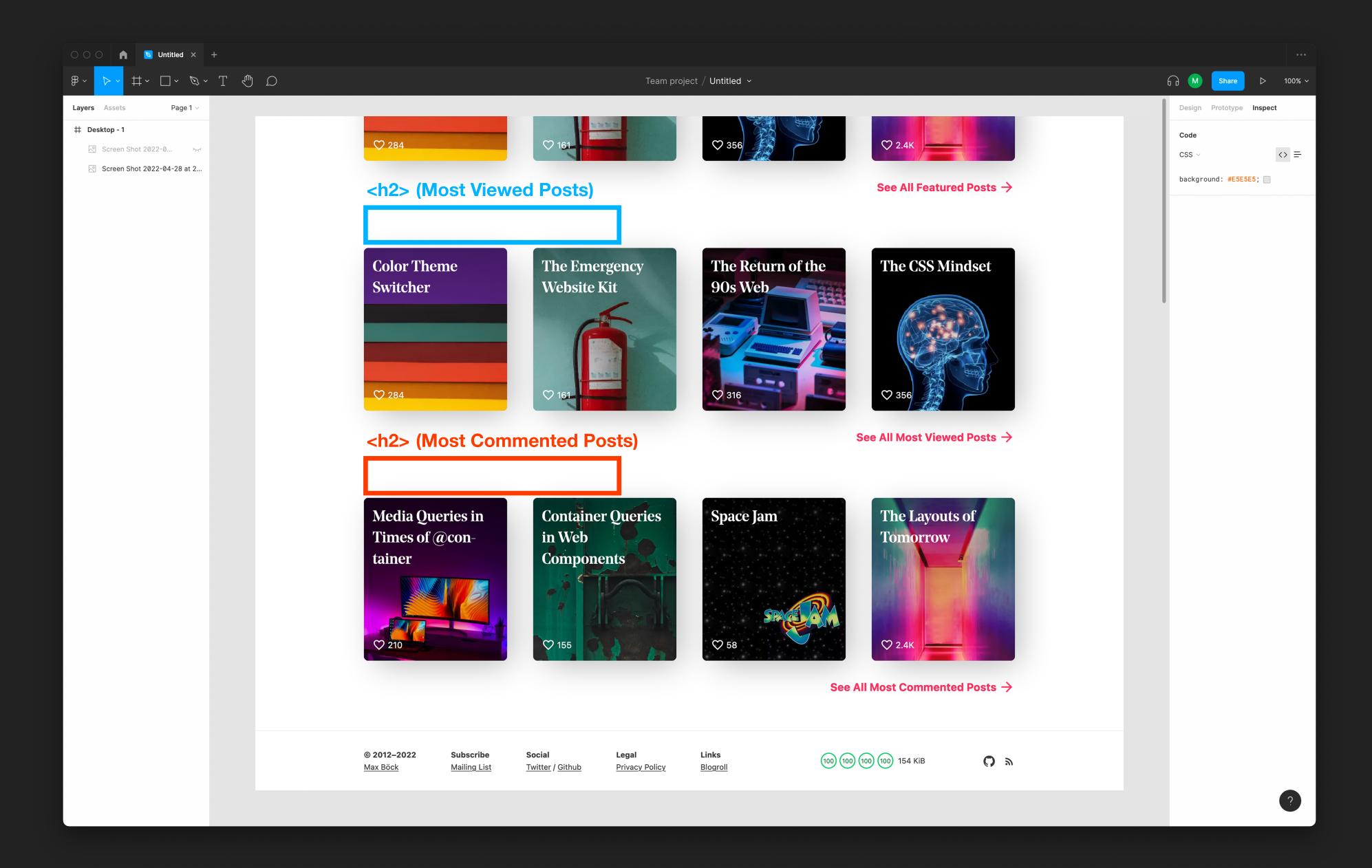


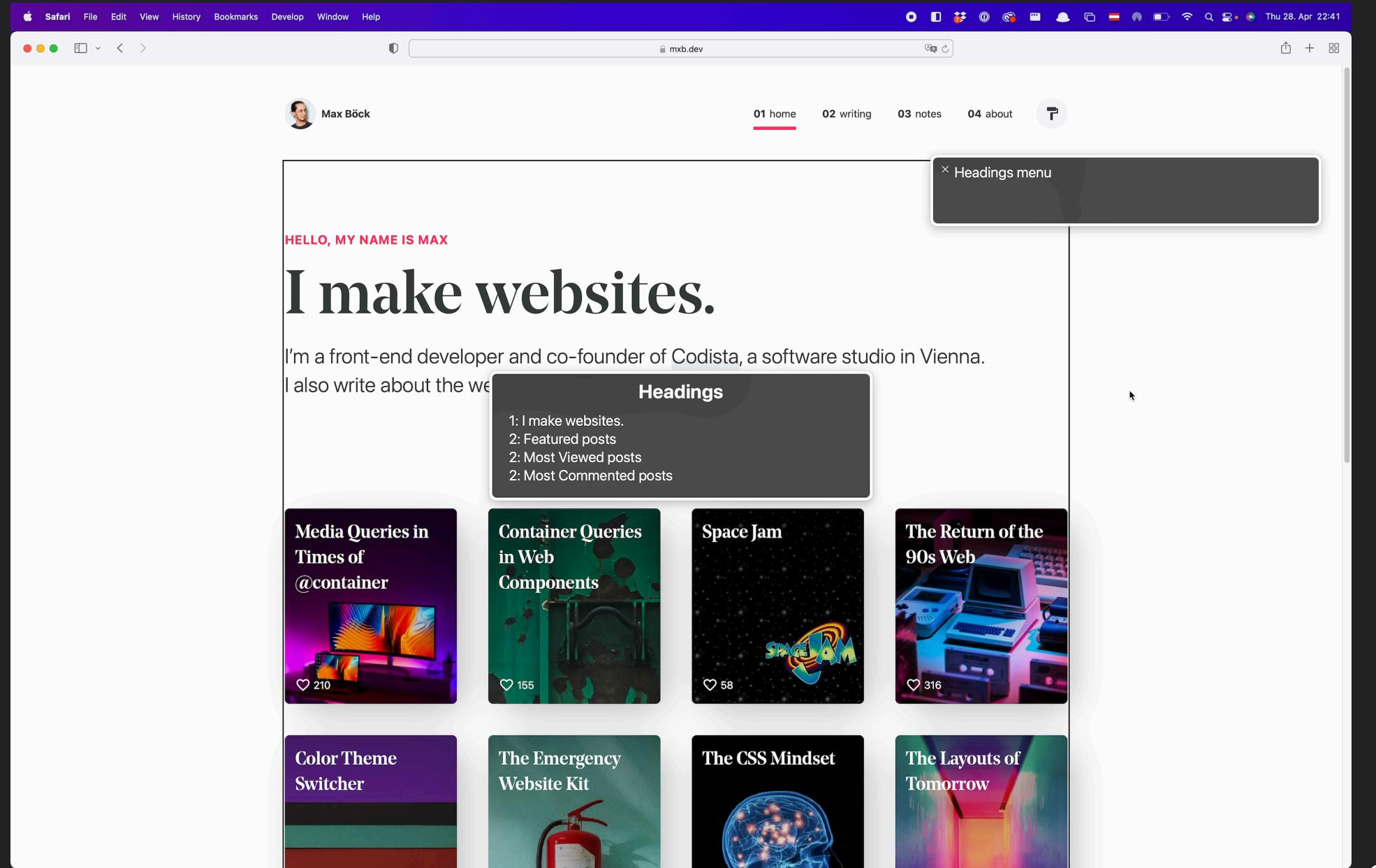


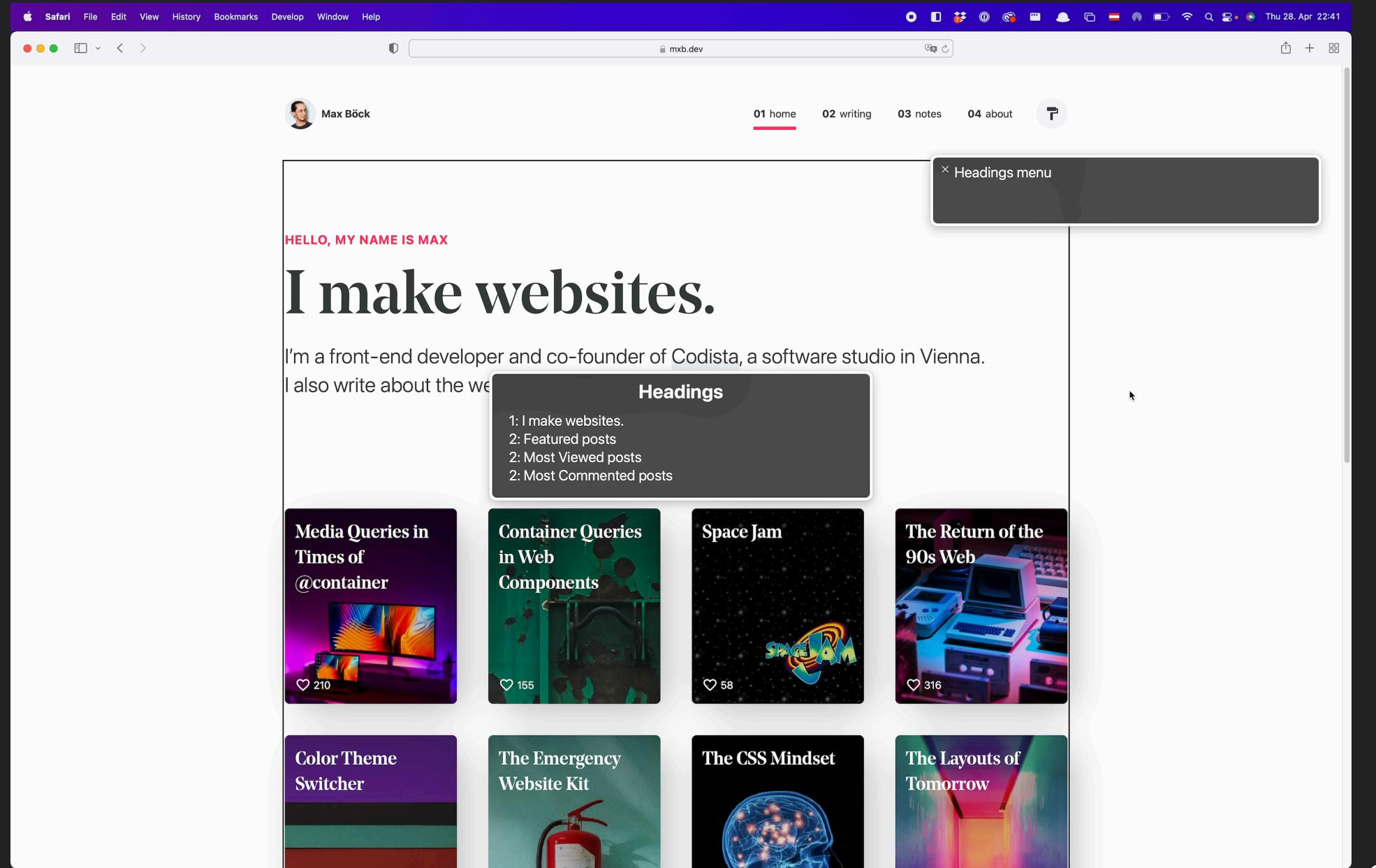












### A Sound Document Outline

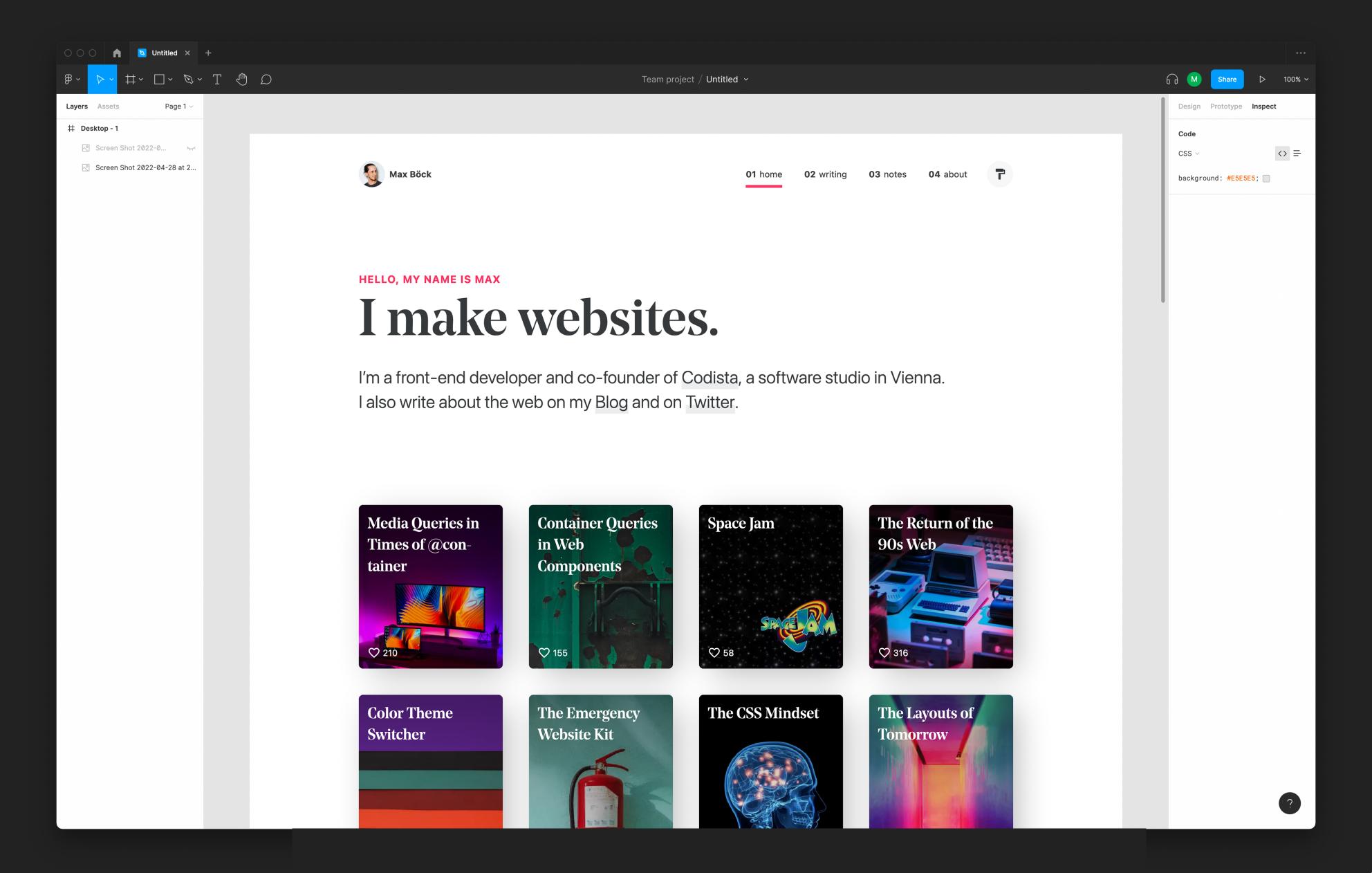
Meaningful labels

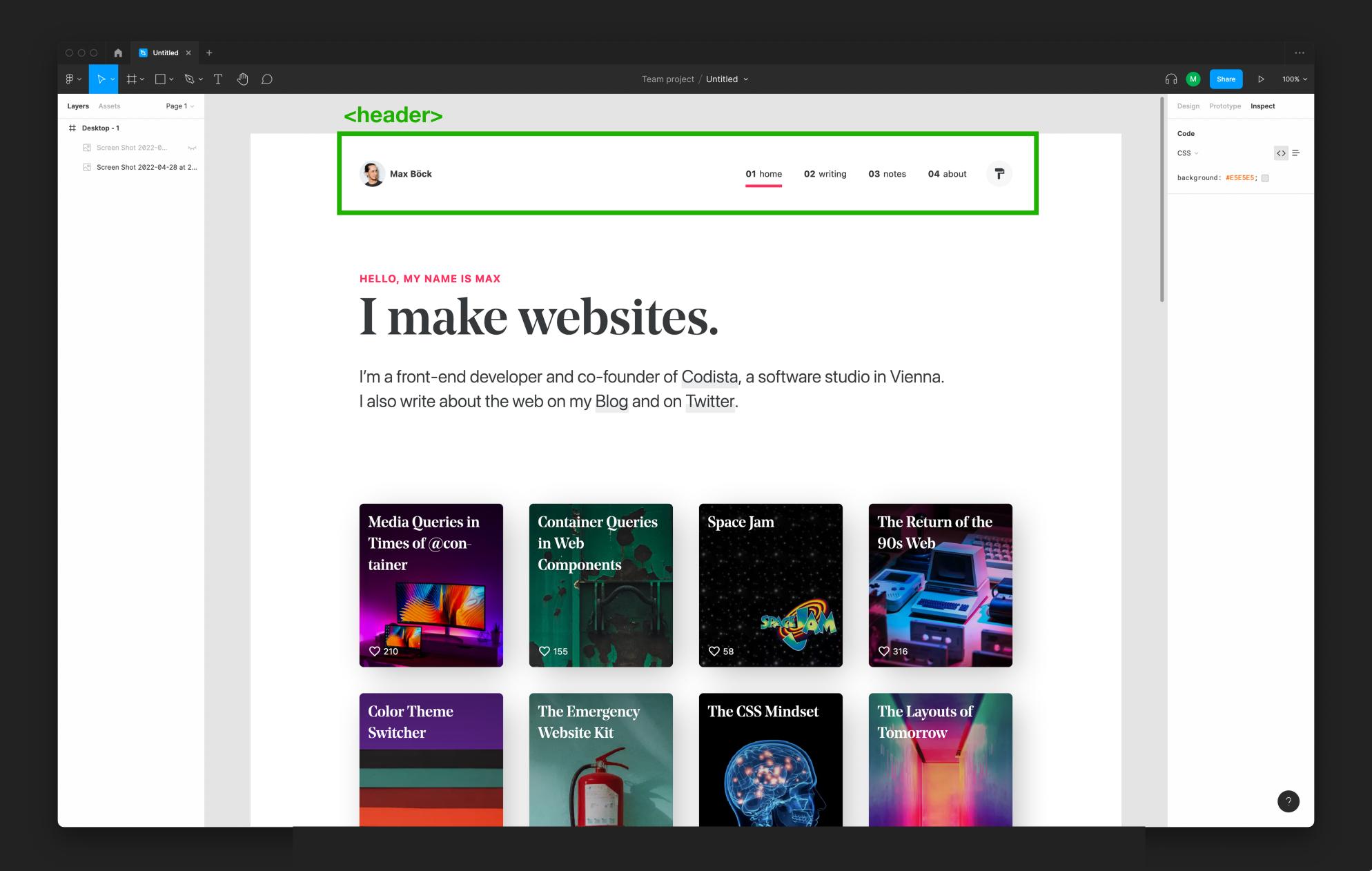
#### A Sound Document Outline

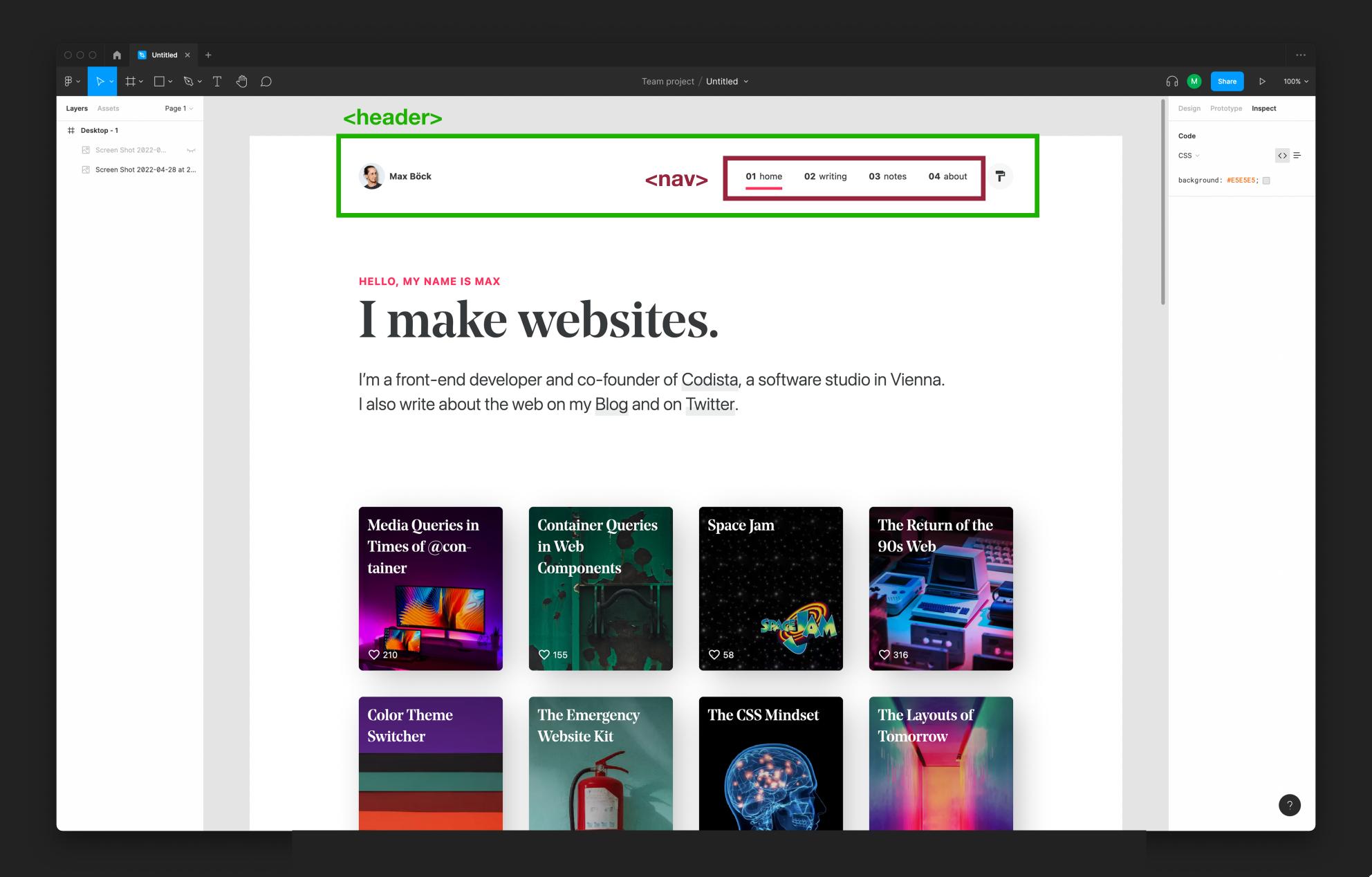
- Meaningful labels
- Clean hierarchy (Avoid skipping levels)

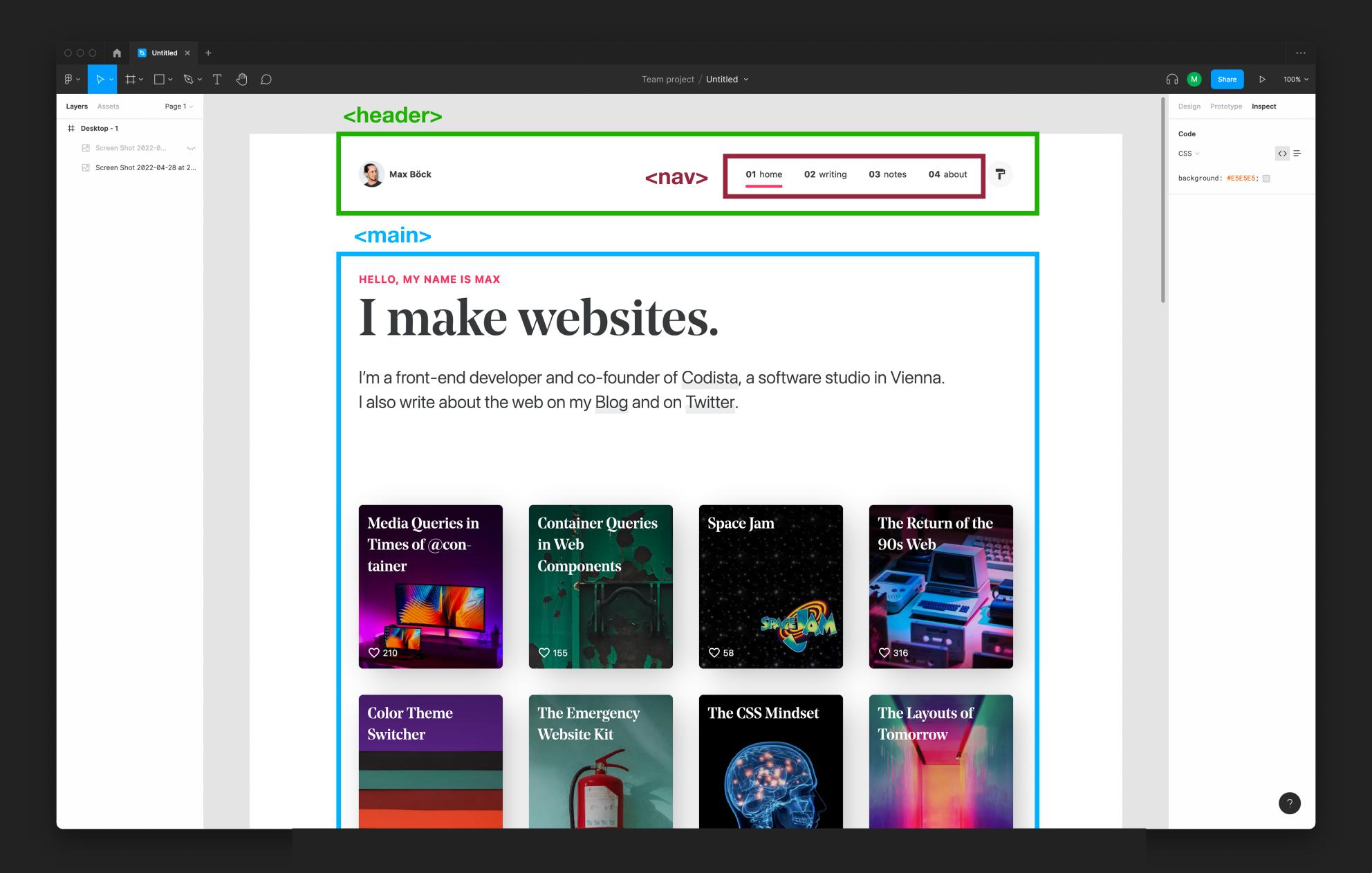
#### A Sound Document Outline

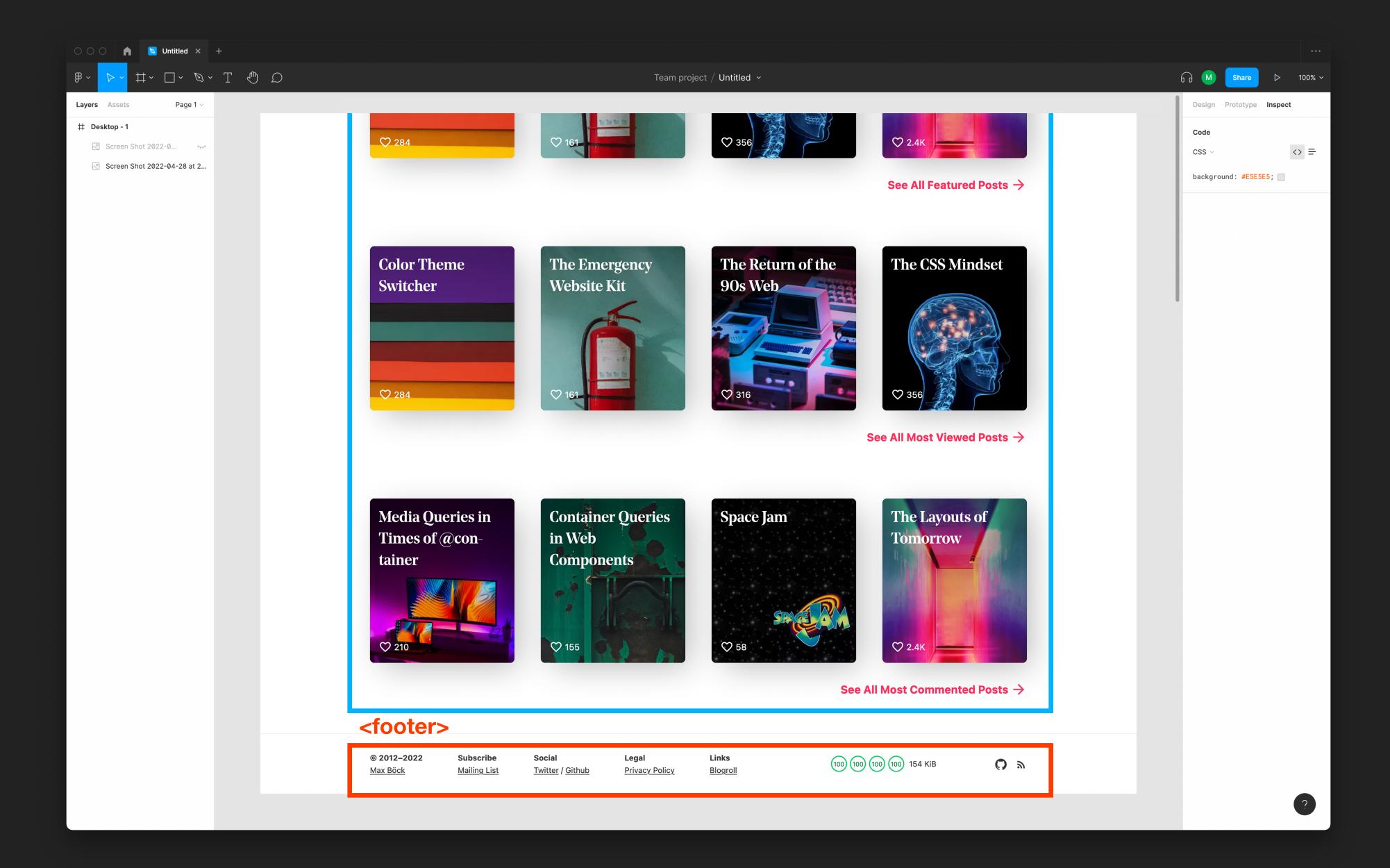
- Meaningful labels
- Clean hierarchy (Avoid skipping levels)
- Enough but not too many headings

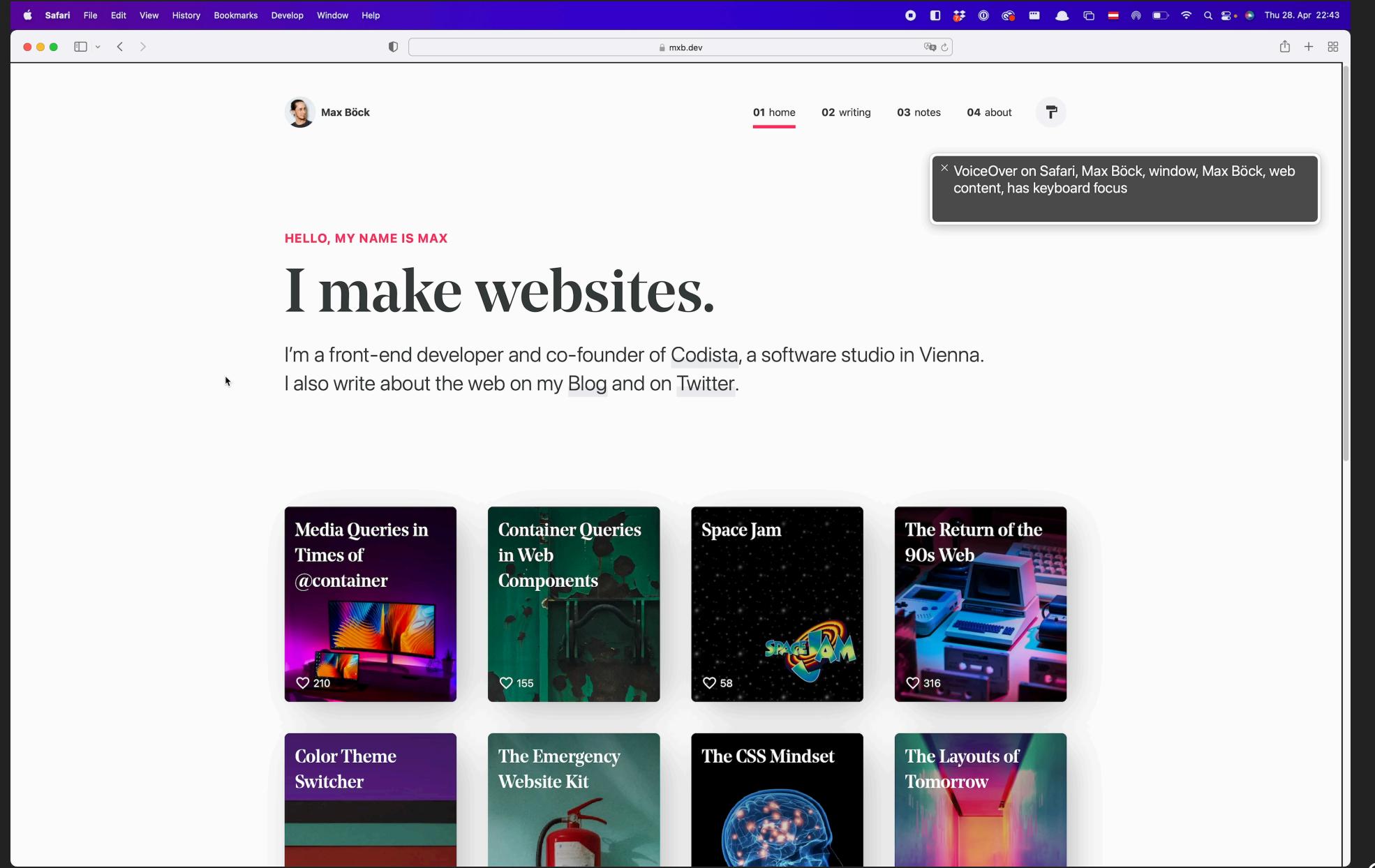


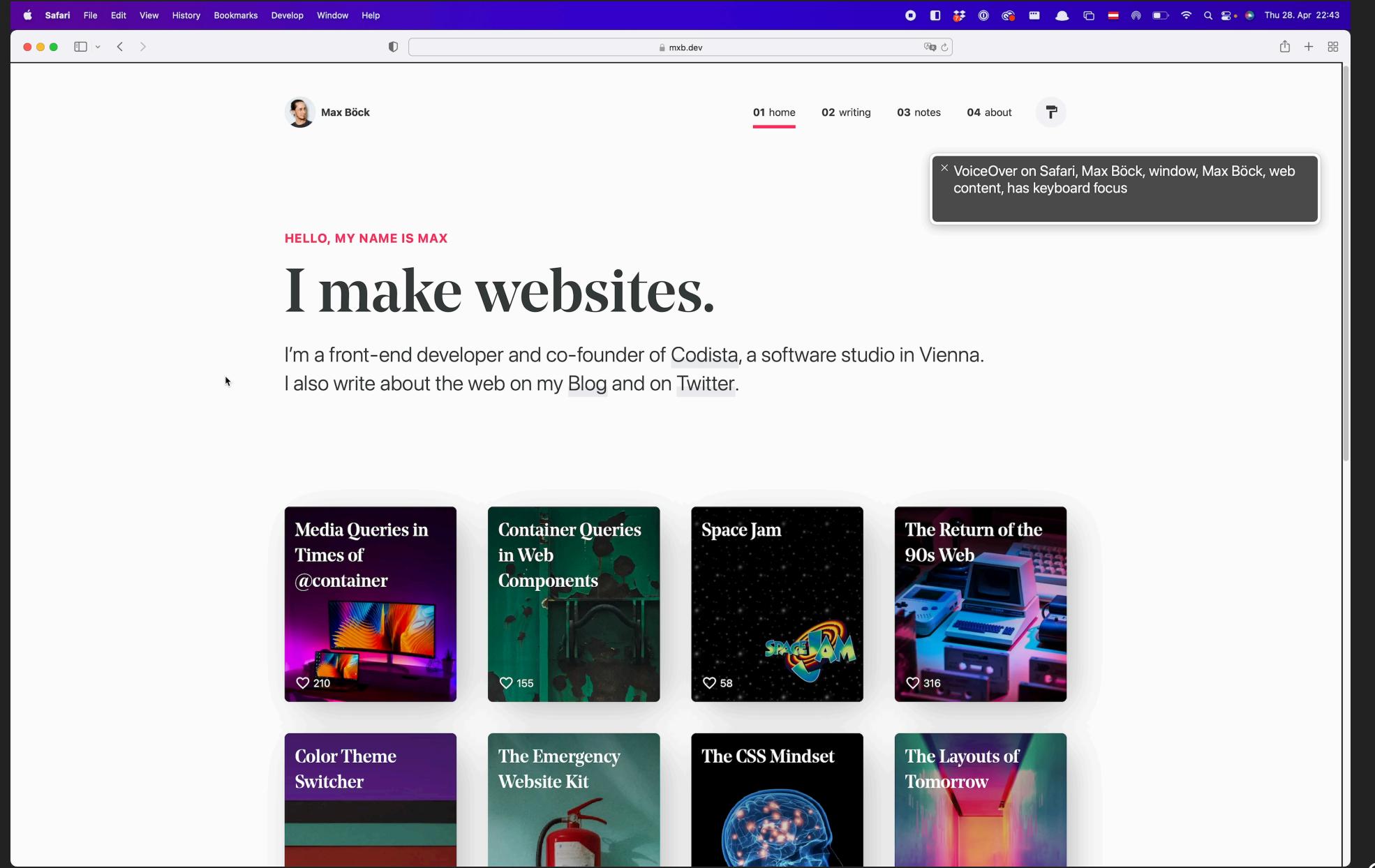


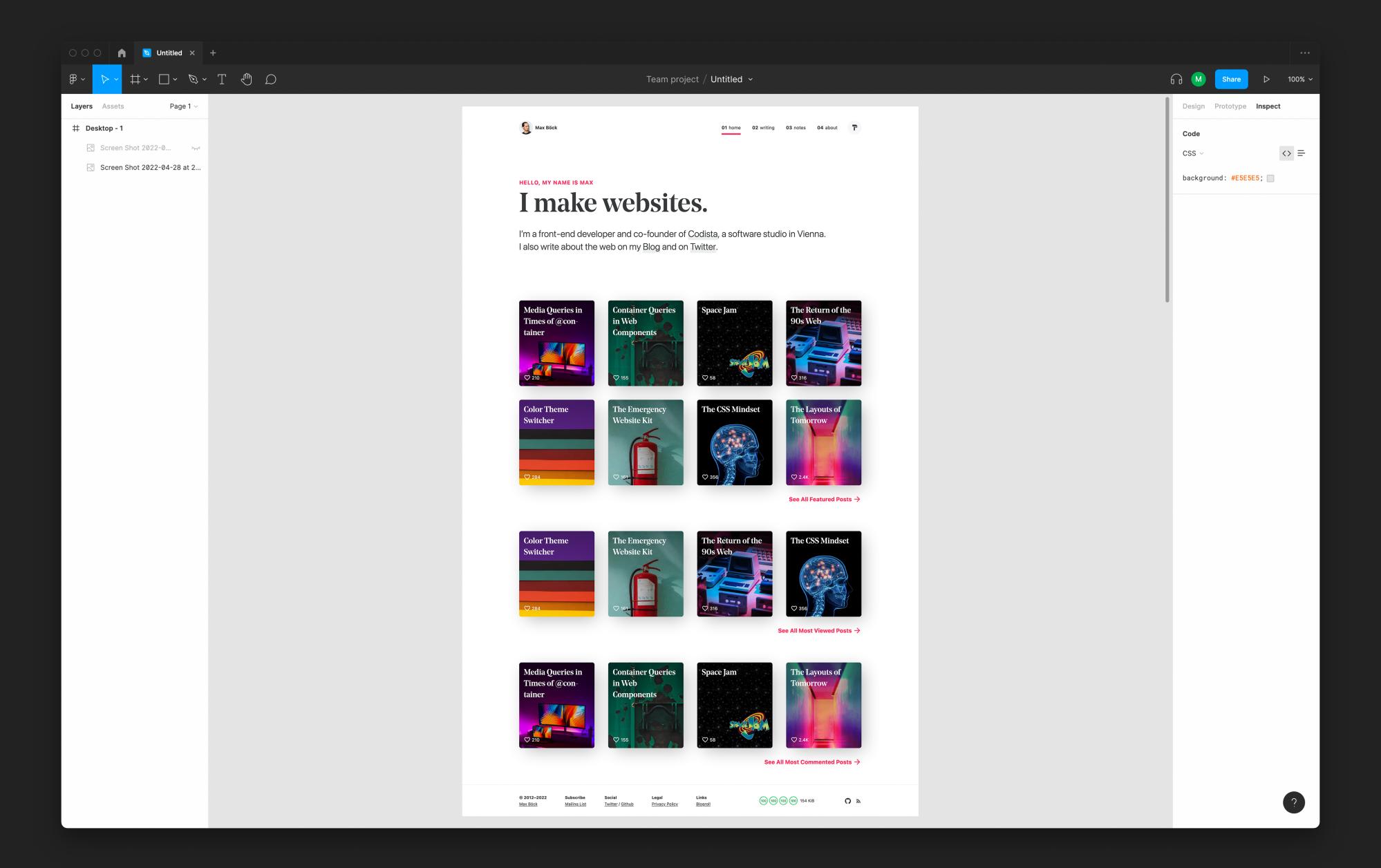












```
<!DOCTYPE html>
<html lang="de">
<head>
    <meta charset="UTF-8">
    <meta name="viewport" content="width=device-width, initial-scale=1.0">
    <title>Neue Helvetica</title>
</head>
<body>
    <h1>Neue Helvetica</h1>
</body>
</html>
```

```
<!DOCTYPE html>
<html lang="de">
<head>
    <meta charset="UTF-8">
    <meta name="viewport" content="width=device-width, initial-scale=1.0">
    <title>Neue Helvetica</title>
</head>
<body>
    <h1>Neue Helvetica</h1>
</body>
</html>
```

Screen readers

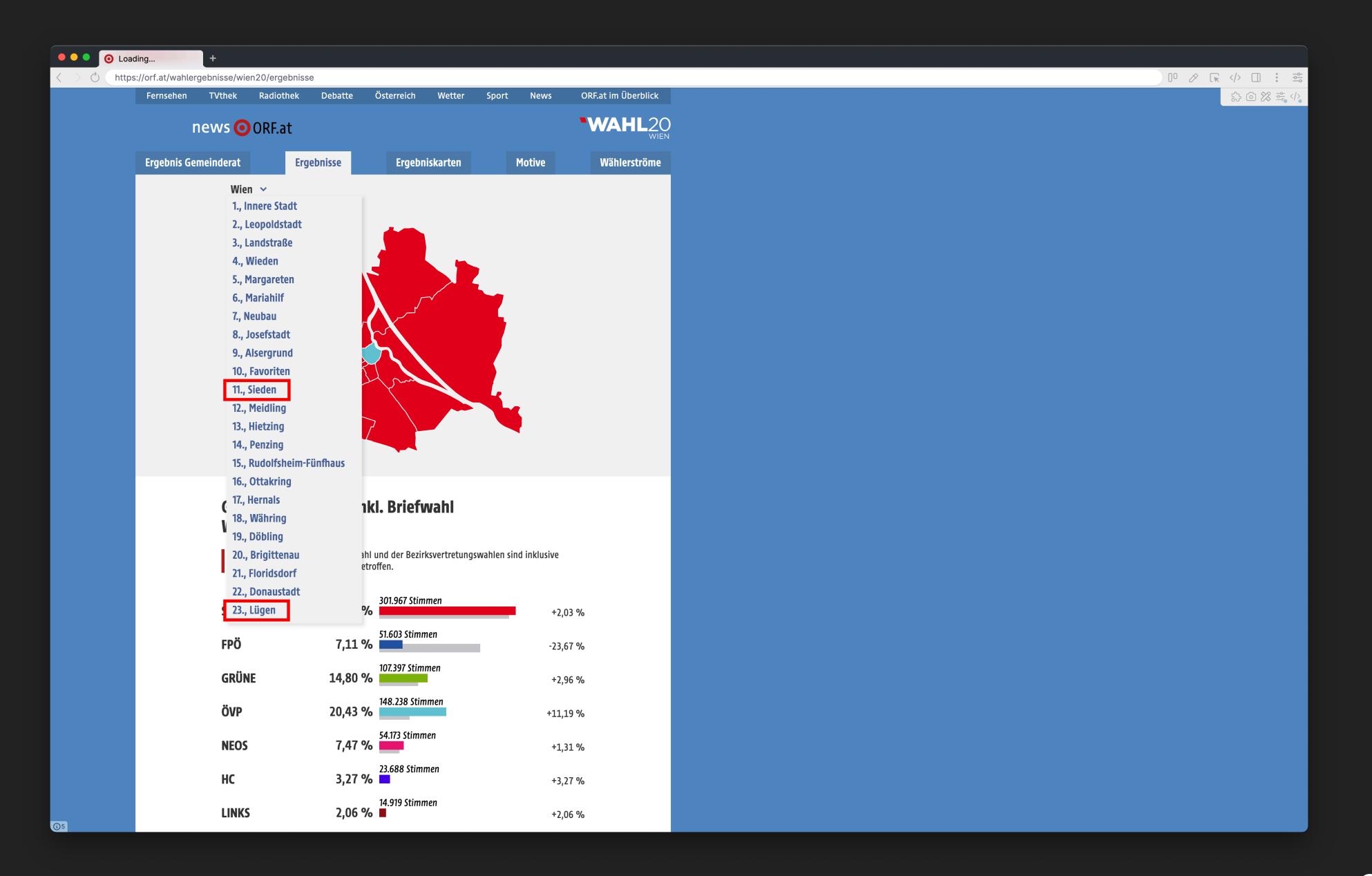
- Screen readers
- Hyphenation

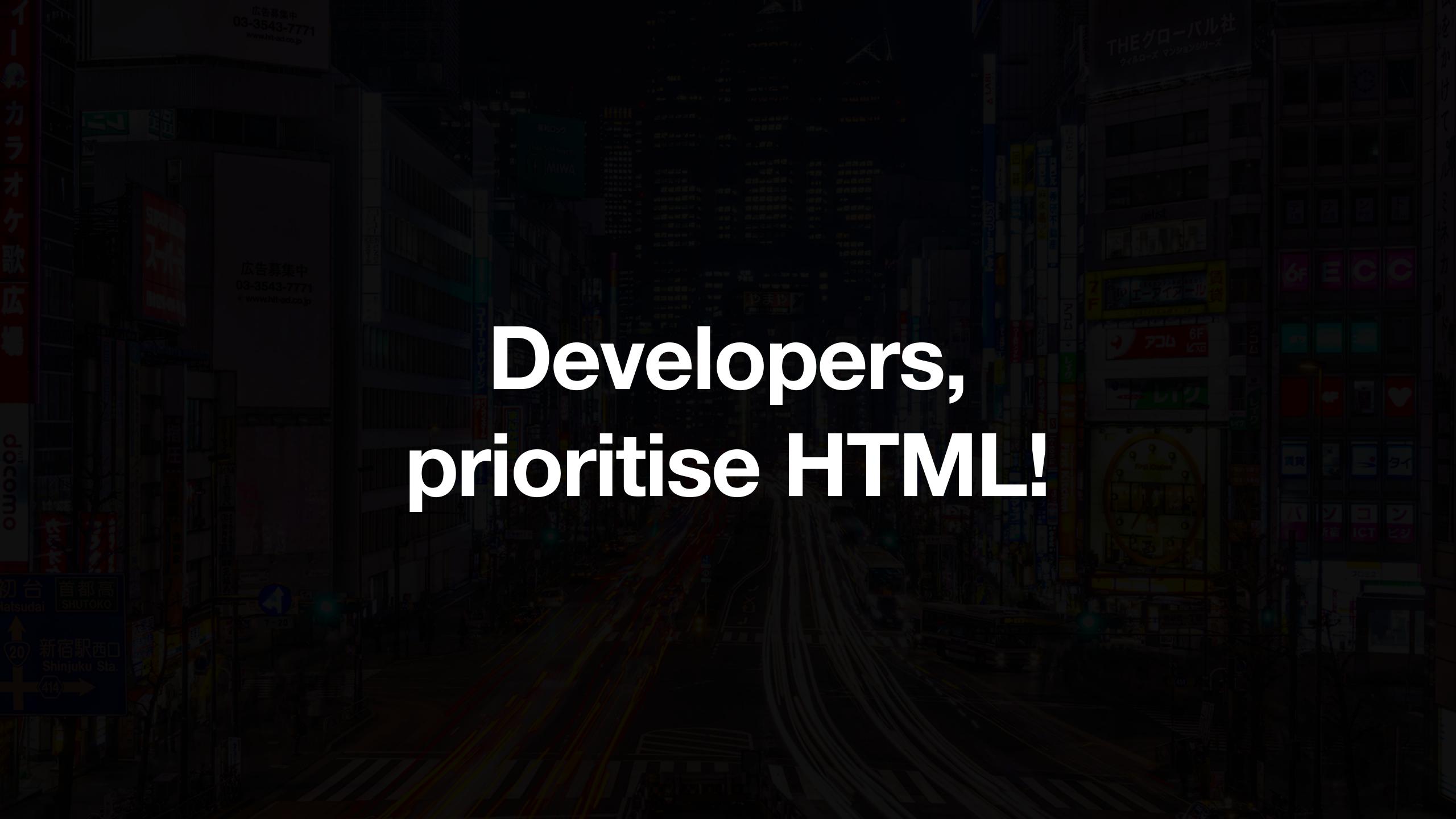
- Screen readers
- Hyphenation
- Quotation marks

- Screen readers
- Hyphenation
- Quotation marks
- Translation

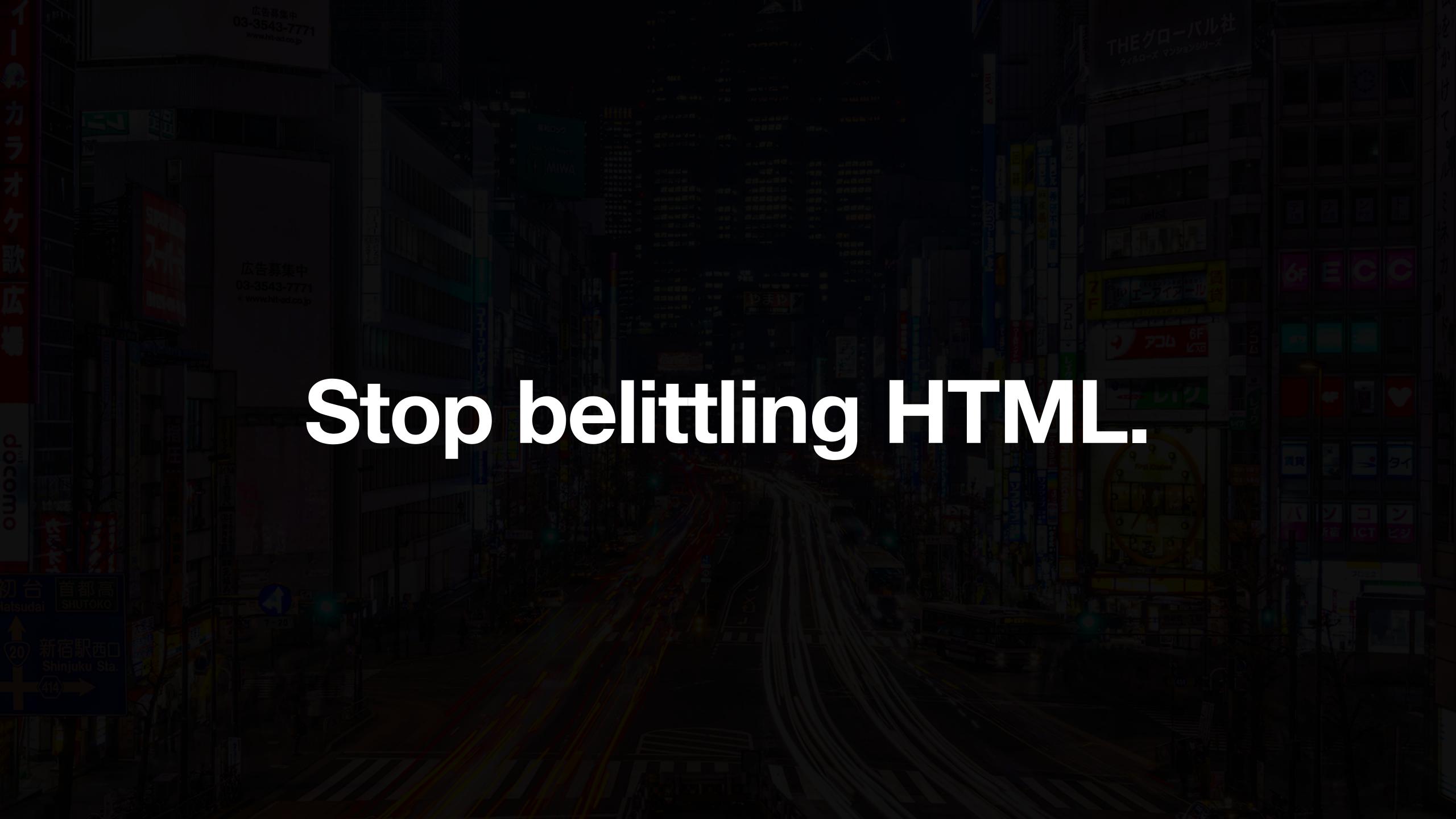
- Screen readers
- Hyphenation
- Quotation marks
- Translation
- Spell checking

- Screen readers
- Hyphenation
- Quotation marks
- Translation
- Spell checking
- The default font selection for CJK languages



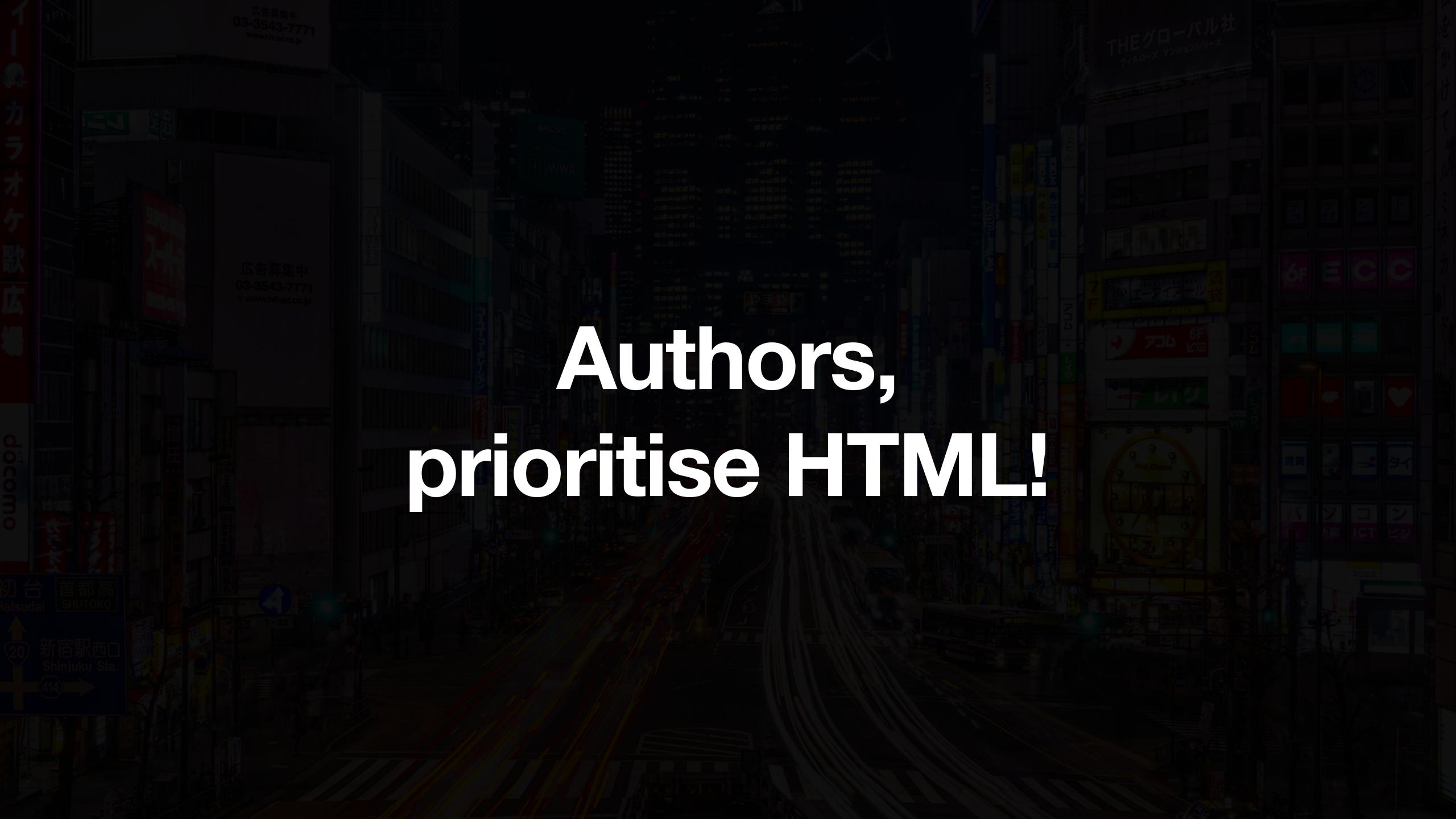


#### Learn who your users are and how they're using the web.



## Universities, schools, teachers, course coordinators, prioritise HTML!

# Rewrite your curriculums, they don't work.



# Write and speak more about HTML.



# Use accessible HTML in your demos.

#### Learn how to test your sites with automatic testing tools.

#### 96.8% of home pages had detected WCAG 2 failures!

Source: webaim.org/projects/million



## Learn how to test your sites with the keyboard and screen readers.



https://noti.st/matuzo/Y1Lgvc



https://noti.st/matuzo/Y1Lgvc



