

# Handout: Headings Overview

UPDATED: OCTOBER 2021

Using headings in your documents is the easiest way to make your content clearer and more accessible for all students especially for those students who use a document screen reader.

For example, if headings is used in a course syllabus document, it is proven that headings will make it easier for your students to interact with and to scan the document.

## Inaccessible Headings

### Course Information

- Course Title: Introduction to Online Learning
- Course Number: ABC 123
- CRN: 12345

### Instructor Information

- Instructor: Robert Redford
- Email: robert.redford@pcc.edu
- Phone: 971-722-xxxx

### Communication Guidelines

#### Best Way to Contact Me

Communicate by using the D2L Brightspace e-mail system which can be accessed from the Classlist. You can use it to send an e-mail to your instructor and/or classmates.

#### Response from Instructor

I will be checking email in D2L Brightspace daily on weekdays. If you contact me by email and don't give me a proper subject, expect a delay or no response.

## Accessible Headings

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Here's a quick list of some benefits of headings:

- Creates chunked content that is easily scanned or read
- Helps give a quick overview of the type of content on the page
- Gives a way to organize the content
- Gives a better understanding and helps with retention of the content
- Creates an easy way to jump to each section in the content

(go to page 2)

For assistance, contact the eLC at 972.881.5870 or [eLC@collin.edu](mailto:eLC@collin.edu)

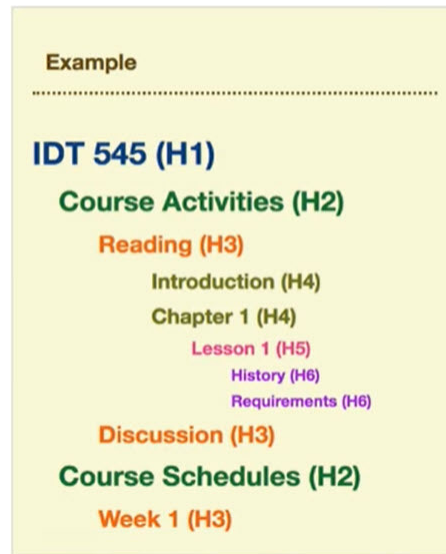
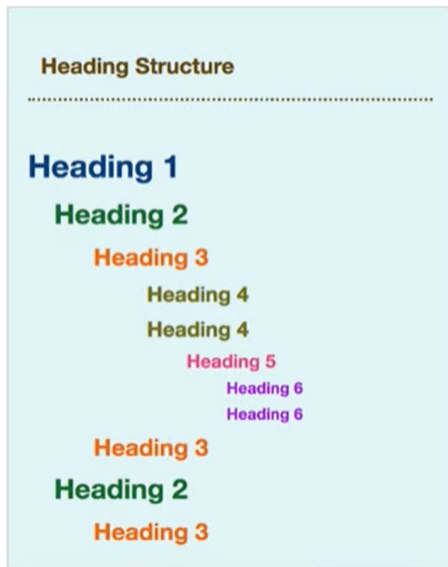
eLC faculty resources are available in CougarWeb

<http://inside.collin.edu/elc>

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## EXAMPLES OF HEADING STRUCTURE



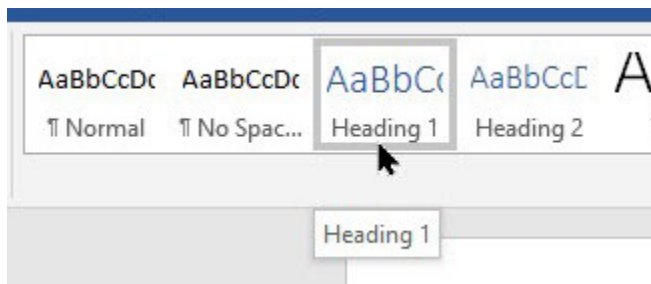
Students who are visual readers are able to identify headings by scanning pages with text with large fonts or different colors however increasing the font size is not a sufficient cue for document screen readers since blind users using a screen reader are not able to see the visual changes

Using good heading structure helps everyone with eyesight to understand how the document is organized. Screen readers can also jump between headings which makes navigation much more efficient.

Headings must be systematically tagged so that the screen reader can both identify headings and provide a list as a page or to document the table of contents.

Headings should form an outline using the heading 1 style for the main heading, the heading 2 style for subheadings. If there are additional levels of headings within the documents outline, use heading 3, heading 4, and so forth.

Many experts recommend reserving heading 1 or H1 for the page style and heading 2 or H2 for major headings and heading 3 or H3 for major subheadings



Headings are a great way to tell people what they need to know quickly.

Learn how to use styles for headings to make your documents easier to navigate for all students.

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