



Making Your MW2015 Presentation Accessible

<http://bit.ly/accessiblemw2015>

Museums and the Web

#MW2015

March 26th, 2015

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tplus.education

Preamble of the UN Convention on the Rights of Persons with Disabilities

"Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others".

#PWD

Who does accessibility benefit?

Everyone!

12-19% of population



(U.S. Disability Statistics, Census Bureau, 2012)

Today's agenda

- Strategic communication
- Customized access
- Multimodal representations
 - Principles of Universal Design

Language

- Who – Identify speakers
- What – Nonvisual responses, auditory polling, text, images
- Where – Specific directional cues

Descriptive language

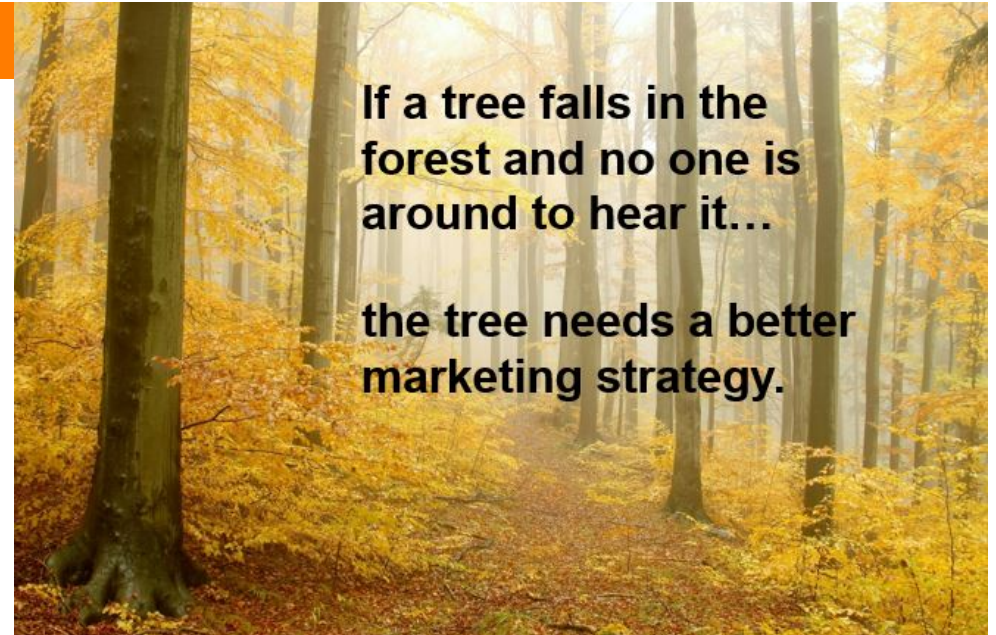
This, That, and There
(Hudson, 1997, p.59)

- “*This* is our agenda today.”
- “Do you agree with *that*?
(gesturing toward a participant).”
- “We’ll start over *here*
(pointing at a participant).”
- “You can submit your feedback *here*.”

Descriptive language

- “Today’s agenda will cover...
(read your list).”
- “Jeremy, do you agree with
that?”
- “We’ll start with the first seat
on my left in the first row.”
- “You can submit your feedback
by clicking this link... (read the
link)”

Strategic communication



1. **Describe pictures on your slides –**
Segue into talking points
2. **Describe data displays –**
Parse for everyone's main takeaway
3. **Read or present all text –**
Incorporate live, or transcribe images of text

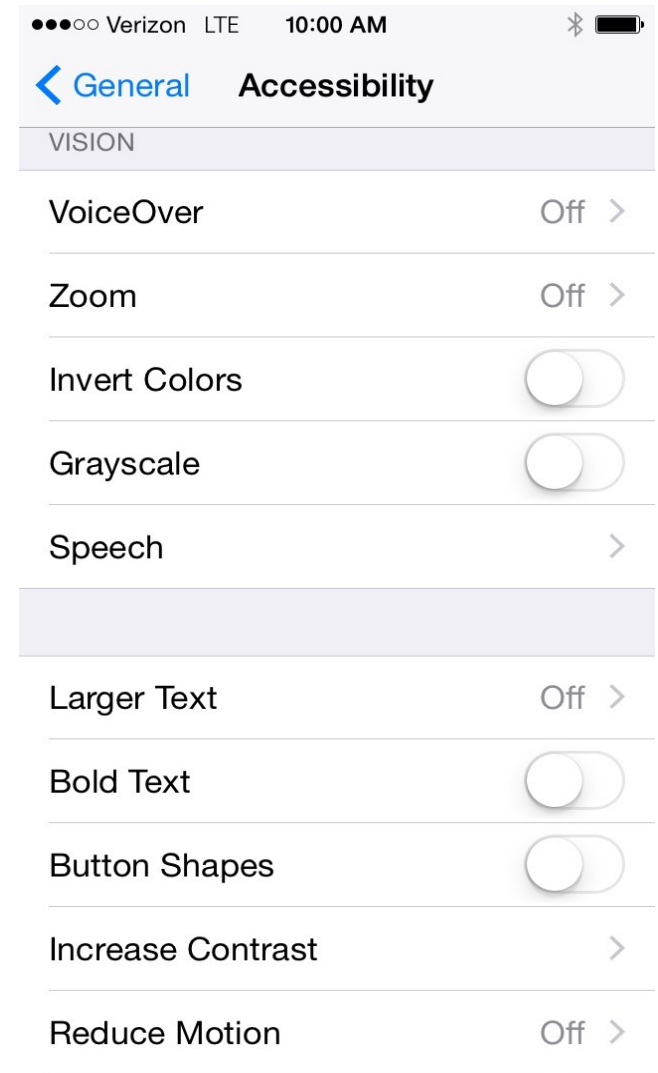
Accessibility is personal!

Ideal access to information =

- Customizable
- Timely
- Independent
- Primary
- Equitable

Accessibility options

- Screen magnification
- Text to speech
(screen readers)
- Refreshable braille displays
- Descriptions (alt text)
- Captions
- Assistive listening devices

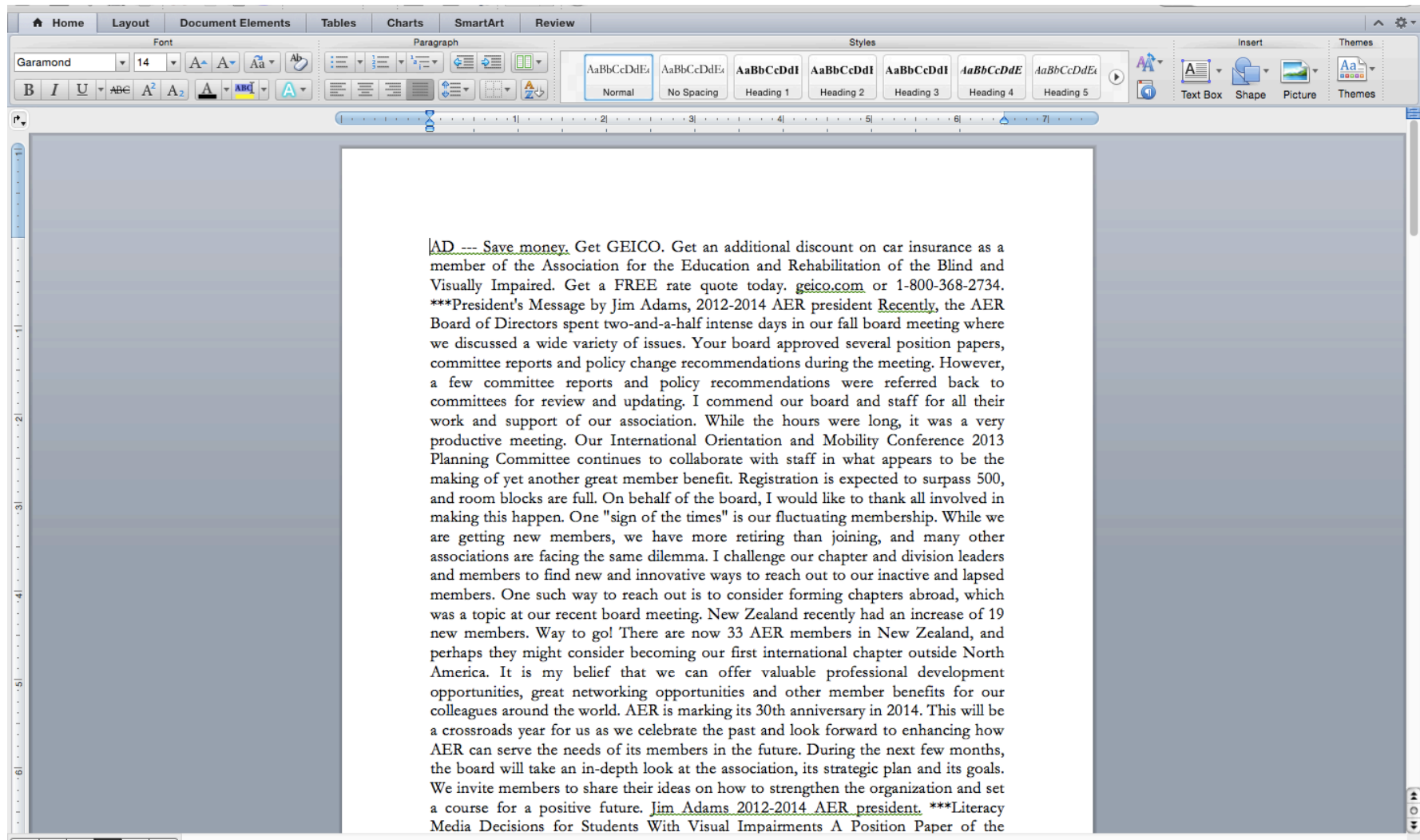


Well-designed multimedia

Handouts, webpages, social media

- Text
 - MS Word, PDFs, Powerpoints
- Images
- Video

It all begins with formatting...



Clear, usable, efficient = Equitable!

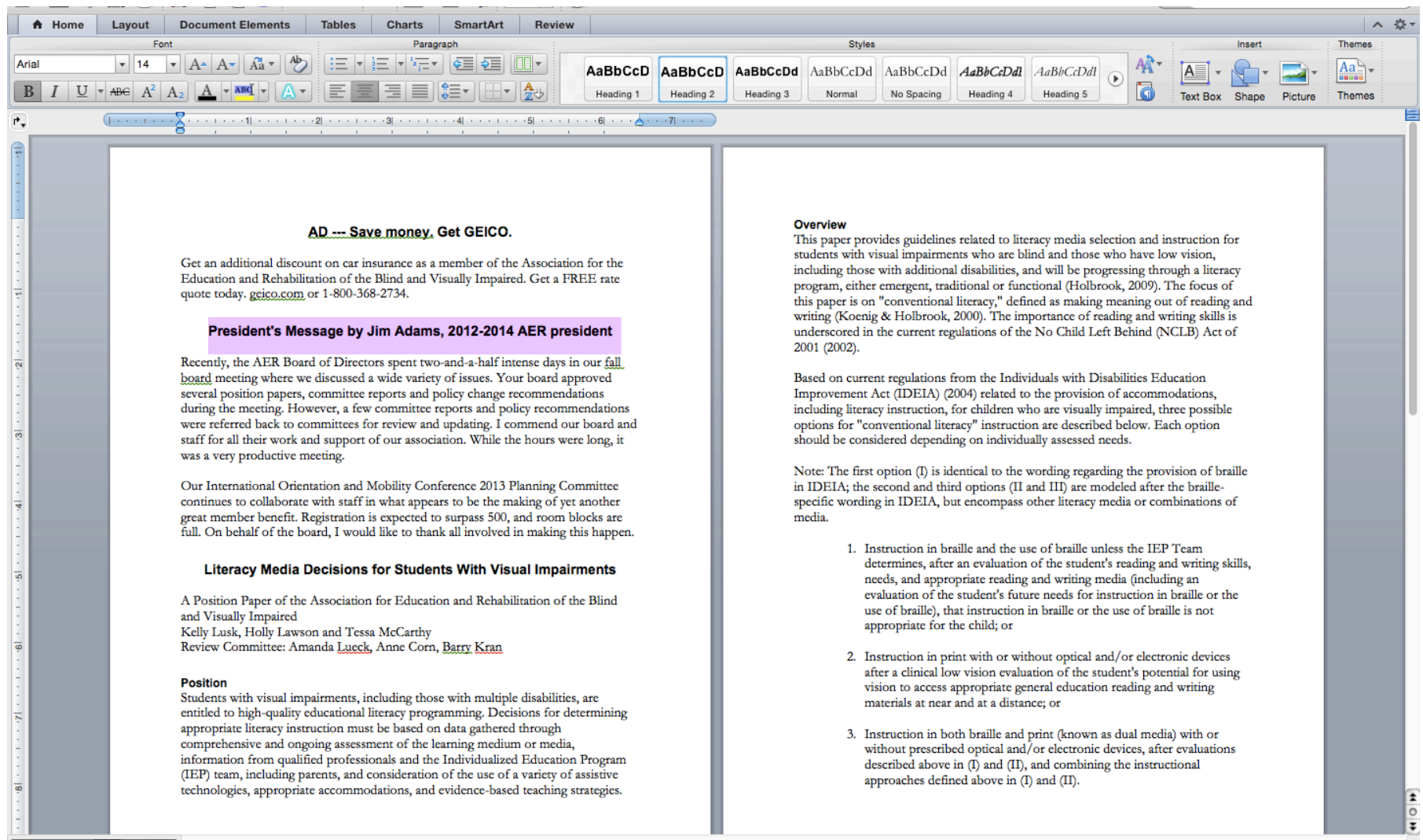
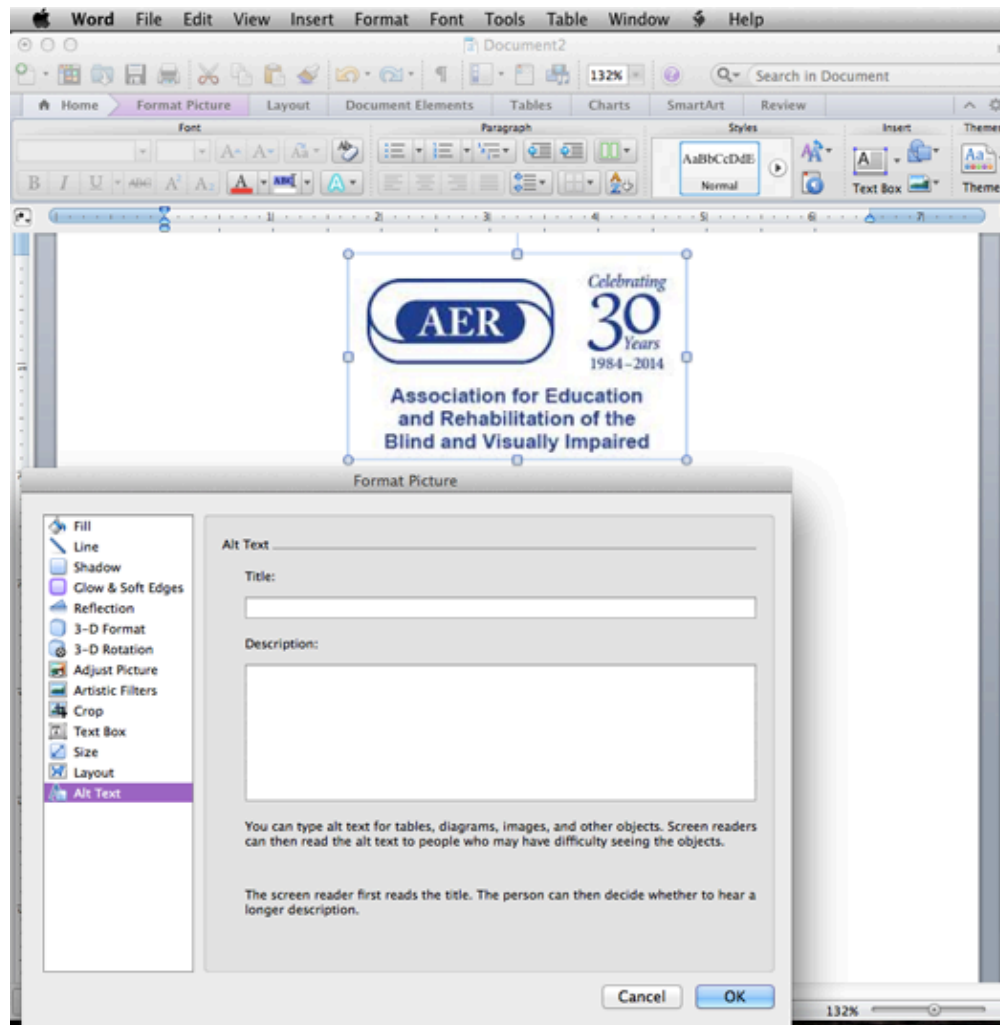


Image Description: Microsoft Word, Powerpoints, on the web



Description Guidelines

Three Key Steps: Observe, Analyze, and Communicate

Step 1. Describe what you see and don't infer

- Identify elements of the work by segments-- objects, people, setting, arrangement
- Descriptive Elements-- Color, Shape, Line, Texture....
- Use Vivid Language
- Do not try to fill every pause

Step 2. Analyze/understand the work to be described

- What is happening, what is emphasized, what are possible meanings
- Goal/Purpose: Object/scene to be described

Descriptions Guidelines (cont'd)

Step 3. Communicate

- Clear, Precise Thoughts
- Orderly Flow (General to Specific)
- Concise, Prioritize Description
- Vivid/Descriptive Words
 - ★ Eliminate extra information/language
- Consistent vocabulary
 - ★ Use present tense (walks vs. walking)

Video Description

VDRDC

The Smith-Kettlewell Video Description Research and Development Center

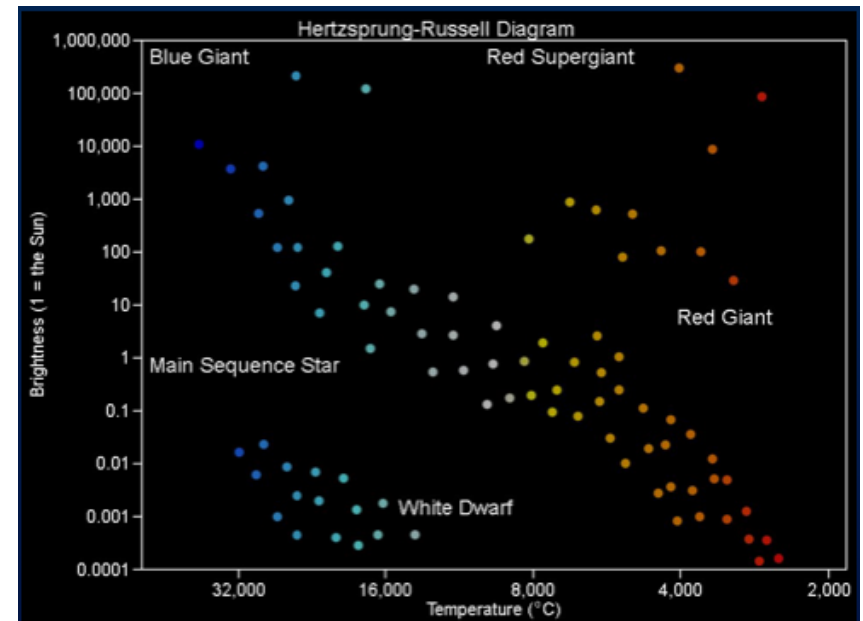
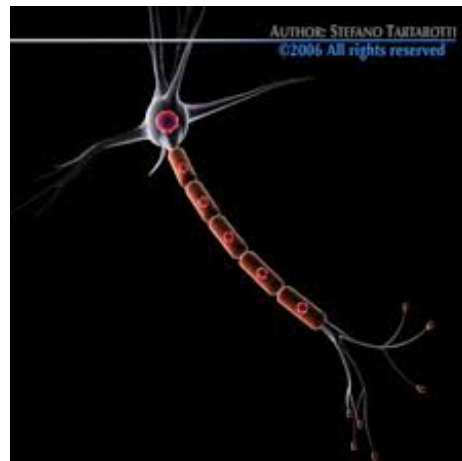
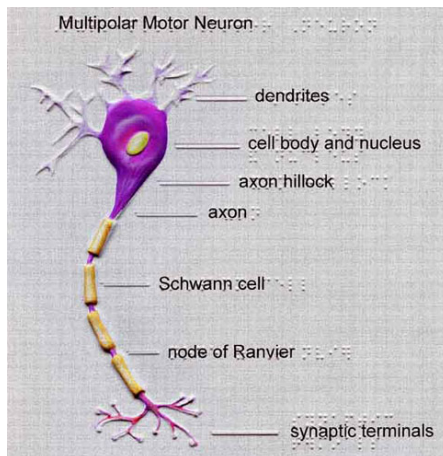
www.youdescribe.org

#ViDesc

#ydrequest

Meaningful representations

- Description
- Raised line drawings (tactile graphics)
- Modeling with 3D objects
- Sonification (Chart ML)



Outcomes

It benefits everyone!

- Professional
- Sets the tone
- Born digital, born accessible
- UDL
- Cost effective

Resources

Community accessibility:

- <http://webaim.org> (web, .doc, .pdf, .ppt)
- 3D printing for accessible media bit.ly/iste-3dprinting
- Handbook for Museums and Educators for Accessible Programs <http://www.artbeyondsight.org/handbook>

Description:

- DCMP Description Key (Guidelines for K-12)
<http://www.dcmp.org/descriptionkey>
- Guidelines for describing STEM images
http://ncam.wgbh.org/experience_learn/educational_media/stemdx/guidelines

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