Making Your MW2015 Presentation Accessible


Museums and the Web
#MW2015
March 26th, 2015

Yue-Ting Siu, TVI
tplus.education

@TVI_ting #a11y
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

If a tree falls in the forest and no one is around to hear it…
the tree needs a better marketing strategy.
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!

President’s Message by Jim Adams, 2012-2014 AER president

Recently, the AER Board of Directors spent two- and-a-half intense days in our fall board meeting where we discussed a wide variety of issues. Your board approved several position papers, committee reports and policy change recommendations during the meeting. However, a few committee reports and policy recommendations were referred back to committees for review and updating. I commend our board and staff for all their work and support of our association. While the hours were long, it was a very productive meeting.

Our International Orientation and Mobility Conference 2013 Planning Committee continues to collaborate with staff in what appears to be the making of yet another great member benefit. Registration is expected to surpass 500, and room blocks are full. On behalf of the board, I would like to thank all involved in making this happen.

Literacy Media Decisions for Students With Visual Impairments

A Position Paper of the Association for Education and Rehabilitation of the Blind and Visually Impaired

Kelly Lack, Holly Lawson and Tessa McCarthy

Review Committee: Amanda Lueck, Anne Corn, Barry Kane

Position

Students with visual impairments, including those with multiple disabilities, are entitled to high-quality educational literacy programming. Decisions for determining appropriate literacy instruction must be based on data gathered through comprehensive and ongoing assessment of the learning medium or media, information from qualified professionals and the Individualized Education Program (IEP) team, including parents, and consideration of the use of a variety of assistive technologies, appropriate accommodations, and evidence-based teaching strategies.
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

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](http://webaim.org) (web, .doc, .pdf, .ppt)

Description:

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

Yue-Ting (Ting) Siu, TVI
www.tplus.education
twitter: @TVI_ting


@TVI_ting #a11y