Ensuring Access to Information for All Library Patrons: Creating Documents, Presentations and Webinars with Universal Design in Mind

Clayton Copeland, PhD
copelan2@mailbox.sc.edu
803-777-3858

Aisha Haynes, EdD
haynesa@mailbox.sc.edu
803-777-2791
Universal Design

Making small changes to benefit Everyone
Universal Design Ensures

- Any
  - culture
  - age
  - size
  - weight
  - race
  - gender
  - ability

- Can experience an environment that promotes their health, safety and welfare today and in the future.
56 Million
11% - College Students
10% - Adults

“Differently-able”

2,614,919
Some Challenges Are Physically Visible
Others Are Not
Which Child Does **Not** Have a Disability?

• A.
Which Child Does **Not** Have a Disability?

- B.
Which Child Does **Not** Have a Disability?

- C
Which Child Does **Not** Have a Disability?

• D
20% of Americans

285 Million Worldwide
37 Million

Injured Veterans
Do you have one or more of the following characteristics?

a. Blindness / Visual Impairment
b. Corrected Vision (e.g., glasses, contact lenses)
c. Deafness / Hearing Impairment
d. Hearing loss
e. Head / Brain injury
f. Mental Illness
g. Mobility or Orthopedic Impairment, or Arthritis
h. Speech / Communication Impairment
i. Neurological Impairment
j. Cognitive Impairment
k. Learning Disability / Learning Difference
l. Post Traumatic Stress Disorder (PTSD)
m. Other
A Pictorial View

Percent of people aged 5 and older in the civilian noninstitutionalized population with any disability by state

- 32.7 (Puerto Rico)
- 19.3 to 24.4
- 17.0 to 19.2
- 14.9 to 16.9
Rehabilitation Act

Section 504
Equal access to programs, services and activities

Section 508
Electronic information accessible
Americans with Disabilities Act (ADA)

Prohibits Discrimination

Telecommunications, public accommodations, employment, transportation, public services
Less focus on laws, more focus on ACCESS...
For Those Who Are Differently -Able

Inaccessible societies are a disappointing, disheartening reality
For those who are Differently-Able, Inaccessibility . . .

• Places unnecessary barriers in environments

• Does not allow for flexibility / alternative methods for accomplishing tasks

• Perpetuates the myth of DIS-ability
Misperceptions Serving as Contributors to Inaccessibility

• Supply versus Demand;

• Finances;

• “Disability” as a social construction
NEW WAY
OLD WAY
10% read, 20% hear, 50% read and hear

ESL
Universal Design

Making small changes to benefit Everyone
Universal Design for Learning (UDL)
Multiple Means of Representation

Multiple Means of Action and Expression

Multiple Means of Engagement
Multiple Means of Representation

Variety of different delivery methods

Caption videos/transcribe audio

Effectively use color

Incorporate digital materials
Multiple Means of Action and Expression

Variety of evaluation methods

Participants have options for completing tasks
Multiple Means of Engagement

Stimulate interest, motivation and persistence

Vary activities

Integrate learning

Construct communities of learners
Tech Accessibility Strategies

• Use sans-serif text formats
  – Examples: Arial, Verdana, Helvetica, Calibri
    • Easier to read

• Font sizes should be at least 12 points

• Avoid writing whole sentences in capital letters

• Use **bold** to display emphasis

• Create accessible documents
Font Considerations

• Ability

• Ability

• Ability

• Ability
Tech Accessibility Strategies

• Font sizes should be at least 12 points
• Avoid writing whole sentences in capital letters
• Use **bold** to display emphasis
• Create accessible documents
Course Outline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Segment One: History and Men before the First Enlightenment Liberal Reform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Module 1</td>
</tr>
<tr>
<td>Monday,</td>
<td>Topic: Welcome and Introduction</td>
</tr>
<tr>
<td>March 17th</td>
<td>and Men before the First Enlightenment Liberal Reform</td>
</tr>
<tr>
<td>– Sunday,</td>
<td>• Read “Read this First”</td>
</tr>
<tr>
<td>March 23rd</td>
<td>• Watch Video “Meet Plane”</td>
</tr>
<tr>
<td></td>
<td>• Watch Video “Welcome to WSU ETHZ”</td>
</tr>
<tr>
<td></td>
<td>• Introduce yourself in the Class Discussion Board</td>
</tr>
<tr>
<td></td>
<td>• Group Discussion Response – Group Discussion Board</td>
</tr>
</tbody>
</table>
Overall Structure of the Course

The typical class structure will consist of weekly modules, which include:

- Short Video Lectures
- Readings
- Group Discussions
- Quizzes
- Films/YouTube Videos
- Analytical Papers

that we will not attack one another personally for holding different opinions. The goal of this course, first post your questions on the “Questions about this Course” discussion board forum in Blackboard. Anyone may answer
Online Accessibility Strategies

- Properly label links (don’t use “Click Here”)
  - WebAIM article on creating accessible documents in Word (webaim.org/techniques/word)

- Do not use color alone to convey messages

- Logically order PowerPoint objects

- Set videos to start automatically in PowerPoint
University of South Carolina
Center for Teaching Excellence

Course Accessibility Checklist
“How-To Guide”

- Optical Character Recognition has been performed on all PDF files and posted.

You will need Adobe Acrobat Pro or the ability to OCR a document while scanning it into your computer. Once OCR has been performed documents can be read by text to speech programs and text can be copied and pasted. The text will also be searchable.

In Adobe Acrobat Pro 10, under the “Tools” menu, click on “Recognize Text”
Caption/Transcribing Techniques

• Caption/transcribe videos
• Create script first
• Dragon dictation app on iPad/iPhone
• Dragon naturally speaking (Premium version)
• YouTube automatic captioning
• Amara Captioning Tool
Caption/Transcribing Techniques

• Caption/transcribe videos
• Create script first
• Dragon dictation app on iPad/iPhone
• Dragon naturally speaking (Premium version)
• YouTube automatic captioning
• Amara Captioning Tool
Other Technologies

• Screencast-o-matic (free version)
  – Screencast-o-matic (www.screencast-o-matic.com/)

• Camtasia Studio ($165 for education version)
  – Camtasia Studio (www.camtasia.com)

• Vimeo (free version)
  – Vimeo (www.vimeo.com)

• You Tube
  – You Tube (www.vimeo.com)
Accessibility Checkers

• MS-Word, PowerPoint, Excel (2010 and 2013)
  – File -> Info -> Check for Issues -> Check Accessibility

  – Selection Pane to view item order
    • Home -> Arrange -> Selection Pane

• PowerPoint 2011 for Mac
  – Arrange -> Reorder Objects
Accessibility Checkers

• MS-Word, PowerPoint, Excel (2010 and 2013)
  
  – File -> Info -> Check for Issues -> Check Accessibility
Check Accessibility in MS Word (Windows)
How To in MS PowerPoint (Windows)
PDF Accessibility Checker

View -> Tools -> Accessibility -> Full Check
Built-in Assistive Technologies

• Microsoft
  – Control Panel -> Ease of Use

• Apple / Mac
  – Apple/Mac (http://www.apple.com/accessibility/)
State and Nation-wide Resources

- South Carolina Assistive Technology Program
  SCATP (http://www.sc.edu/scatp/)
  - AT in the Classroom
    AT-Classroom
    (http://www.sc.edu/scatp/ATclassroom.htm)
Linda Lucas Walling Collection for Universal Access

http://llwcollection.libsci.sc.edu/
Additional Resources

• Center for Applied Special Technology
  [CAST](http://www.cast.org/research/udl/index.html)

• The Center for Universal Design in Education
  [Center for Universal Design in Education](http://www.washington.edu/doit/CUDE/)
Inclusion = Everyone

Thank you for your commitment to making a difference . . . 1 day, 1 person at a time