

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



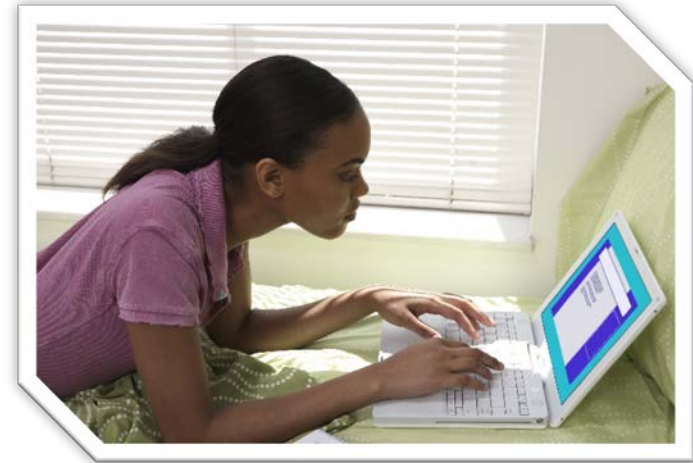


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Universal Design Ensures

- Any
 - culture
 - age
 - size
 - weight
 - race
 - gender
 - ability
- Can experience an environment that promotes their health, safety and welfare today and in the future.





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56 Million

11% - College Students

10% - Adults

“Differently-able”

2,614,919



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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



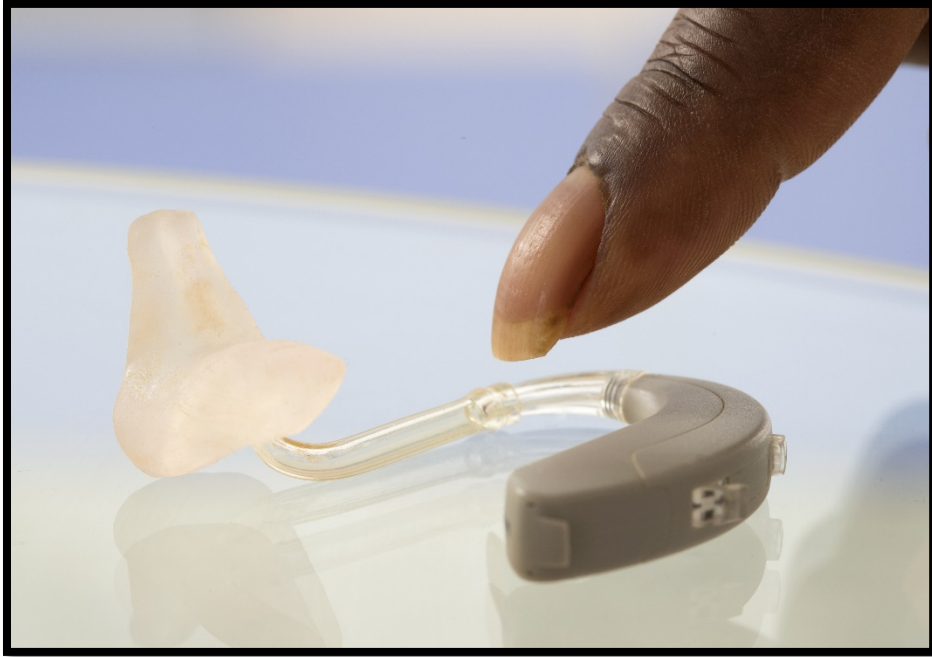
**285 Million
Worldwide**



**20% of
Americans**



37 Million



Injured Veterans



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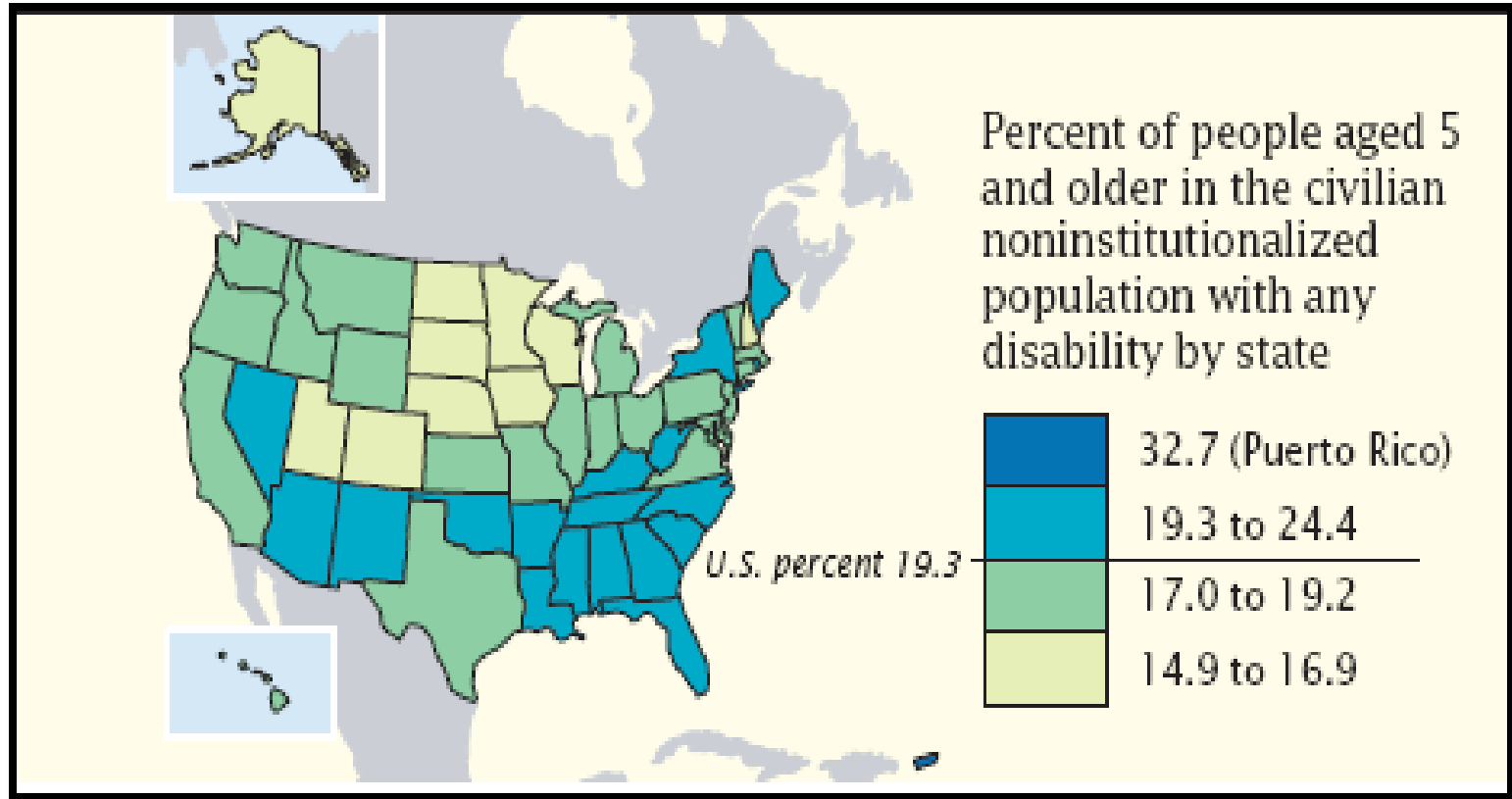
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Do you have one or more of the following characteristics?

- 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



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





ESL

**10% read, 20%
hear, 50% read
and hear**



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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

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Course Outline

Dates	
Week 1: Monday, March 17th – Sunday, March 23rd	Segment One: History Module 1 Topic: Welcome and Introduce Yourself and Men before the First Enlightenment Liberal Period <ul style="list-style-type: none">• Read “Read this First”• Watch Video “Meet Paine”• Watch Video “Welcome to WGST 1112”• Introduce yourself in the Class Discussion Board• Group Discussion Response – Group Discussion Board

Bookmark

Bookmark name:

ColumnTitle_2

ColumnTitle
ColumnTitle_2

Add

Delete

Go To

Sort by: Name
 Location

Hidden bookmarks

Cancel



Overall Structure of the Course

The typical class structure will consist of weekly modules, which

will occasionally post information and/or updates. You also need to have a current email address registered with Blackboard.



LET'S PLAY TOGETHER

Format Picture



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 \(webaim.org/techniques/word\)](http://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 Access Checklist

"How-to"

- **Optical Character Recognition (OCR) has been performed on all PDF files.**

You will need Adobe Acrobat Pro or the ability to scan 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"

Recognize Text

Pages

- All pages
- Current page
- From page 1 to 13

Settings

Primary OCR Language: English (US)
PDF Output Style: Searchable Image
Downsample To: 600 dpi

OK Cancel

Tools Comment Share

- Pages
- Content
- Forms
- Action Wizard
- Recognize Text
 - In This File
 - In Multiple Files
- OCR Suspects
 - Find First Suspect
 - Find All Suspects
- Protection
 - Sign & Certify
 - Accessibility



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



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Other Technologies

- Screencast-o-matic (free version)
 - [Screencast-o-matic \(www.screencast-o-matic.com/\)](http://www.screencast-o-matic.com/)
- Camtasia Studio (\$165 for education version)
 - [Camtasia Studio \(www.camtasia.com\)](http://www.camtasia.com)
- Vimeo (free version)
 - [Vimeo \(www.vimeo.com\)](http://www.vimeo.com)
- You Tube
 - [You Tube \(www.vimeo.com\)](http://www.vimeo.com)



Accessibility Checkers

- MS-Word, PowerPoint, Excel (2010 and 2013)
 - File -> Info -> Check for Issues -> Check Accessibility
- PowerPoint 2007, 2010, 2013
 - Selection Pane to view item order
 - Home -> Arrange -> Selection Pane
- PowerPoint 2011 for Mac
 - Arrange -> Reorder Objects



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Check Accessibility in MS Word (Windows)

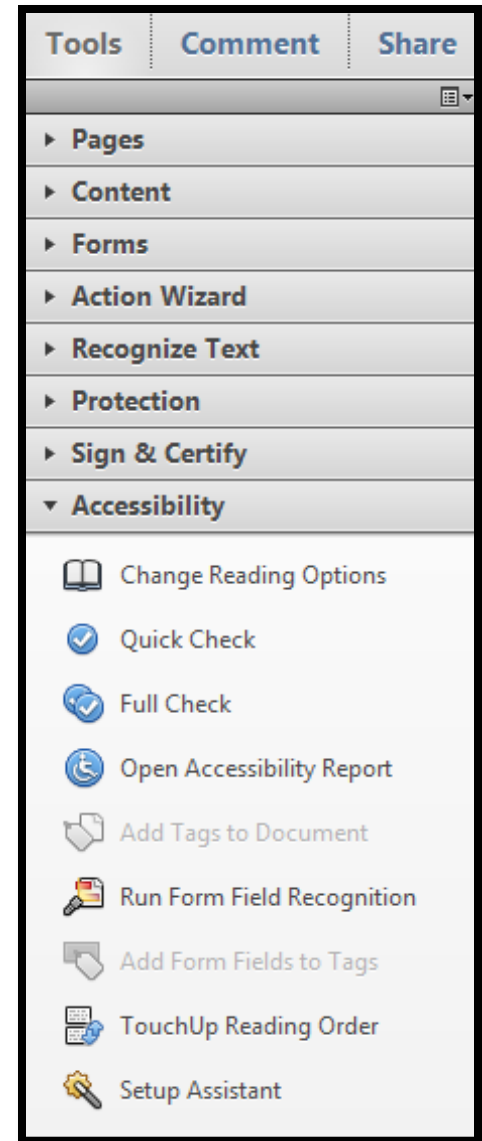


How To in MS PowerPoint (Windows)



PDF Accessibility Checker

View ->Tools -> Accessibility -> Full Check



Built-in Assistive Technologies

- Microsoft
 - [Microsoft \(http://msdn.microsoft.com/en-us/windows/bb735024.aspx\)](http://msdn.microsoft.com/en-us/windows/bb735024.aspx)
 - **Control Panel -> Ease of Use**
- Apple / Mac
 - [Apple/Mac \(http://www.apple.com/accessibility/\)](http://www.apple.com/accessibility/)



State and Nation-wide Resources

- South Carolina Assistive Technology Program
[SCATP \(http://www.sc.edu/scatp/\)](http://www.sc.edu/scatp/)

– AT in the Classroom

[AT-Classroom](http://www.sc.edu/scatp/ATclassroom.htm)

[\(http://www.sc.edu/scatp/ATclassroom.htm\)](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 \(http://www.cast.org/research/udl/index.html\)](http://www.cast.org/research/udl/index.html)
- The Center for Universal Design in Education
[Center for Universal Design in Education \(http://www.washington.edu/doit/CUDE/\)](http://www.washington.edu/doit/CUDE/)



Inclusion = Everyone



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

