

Briggs, Caroline (2018) Removing barriers to learning, through the use of assistive technologies. In: Pedagogy in Practice Seminar, 12 September 2018, Fusehill Street, Carlisle, UK. (Unpublished)

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Session 2: Welcome

Power Point accessibility considerations

Hardware available for loan

Accessibility software



Accessible Resources ?



Assistive Software



My Learning Needs



Library Loan Equipment



Alternative Formats



Assistive Workstations



Apps for Learning



Help Guides and Tutorials



Webinars and Workshops

Students may have difficulty:

Accessing text

Concentrating

with SpLD needs

Seeing things

Communicating

Understanding things



There is no single solution for accessibility

Handling and manipulating

Hearing things

Accessible Text



- Text should be a minimum of size 12 font but ideally size 14, Use Styles and Headings.
- Avoid italics and underlining as they can be difficult for people to read.
- The type face should be sans serif (without the small strokes at the end of characters), for example Arial, Helvetica or Verdana.
- The colour contrast between the font and background colour should be clear.
- Do not overlap text over images.
- Make sure your document has a clear structure, for example if there are long sections of text consider breaking it up with sub titles (using styles).

Accessible Power Point



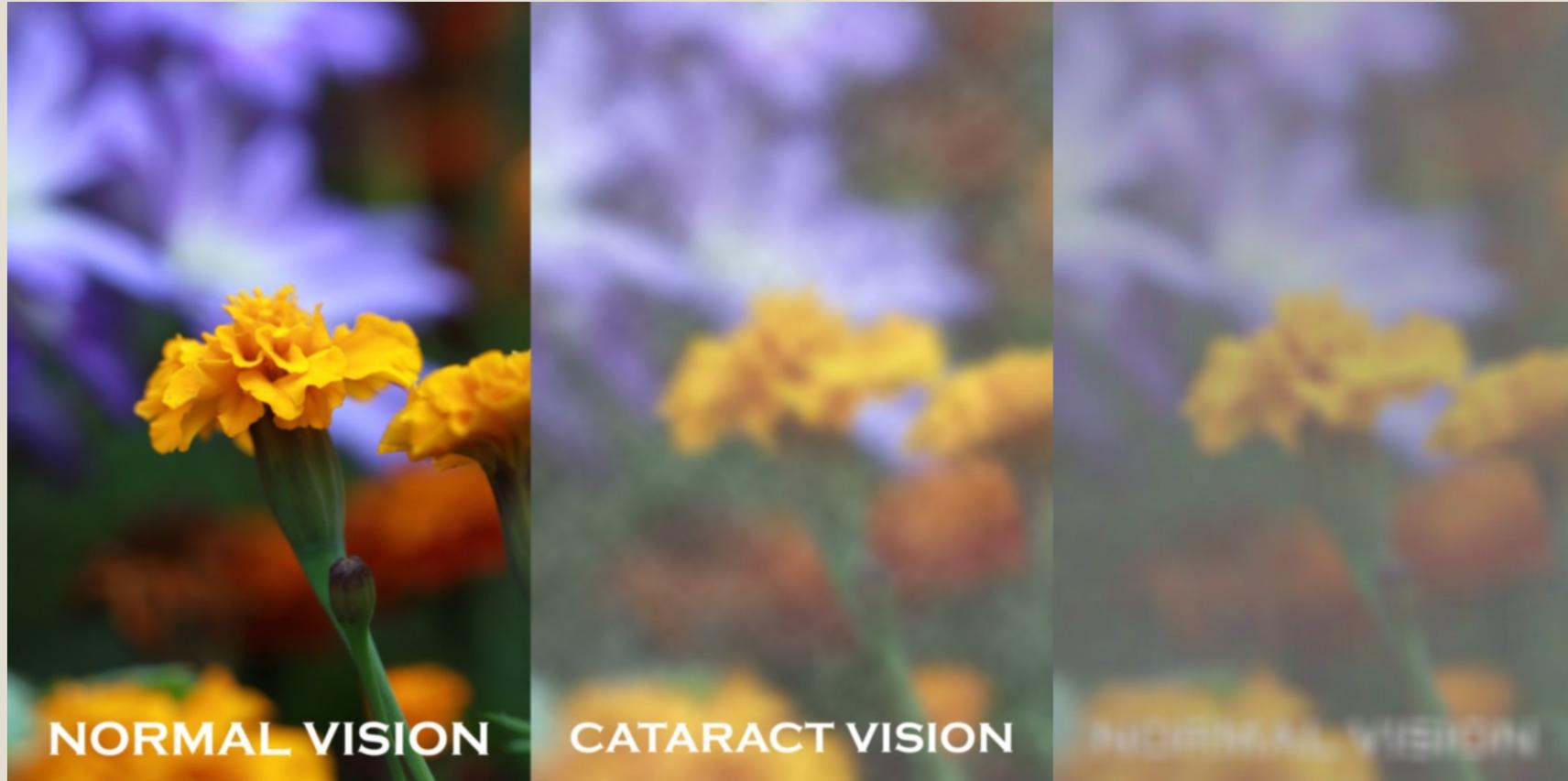
- Font size 18+ with white space between objects to ensure clarity
- Make sure slide contents can be read in the order that you intend
- If designing a new slide, use the built-in slide layout (Use styles)
- Add meaningful hyperlink text and ScreenTips, NOT Click Here
- Ensure slides are all given a unique name to aid navigation
- Use a simple table structure, and specify column header information.
- Use the accessibility checker to ensure all the key points are covered



Levels of Macular Degeneration



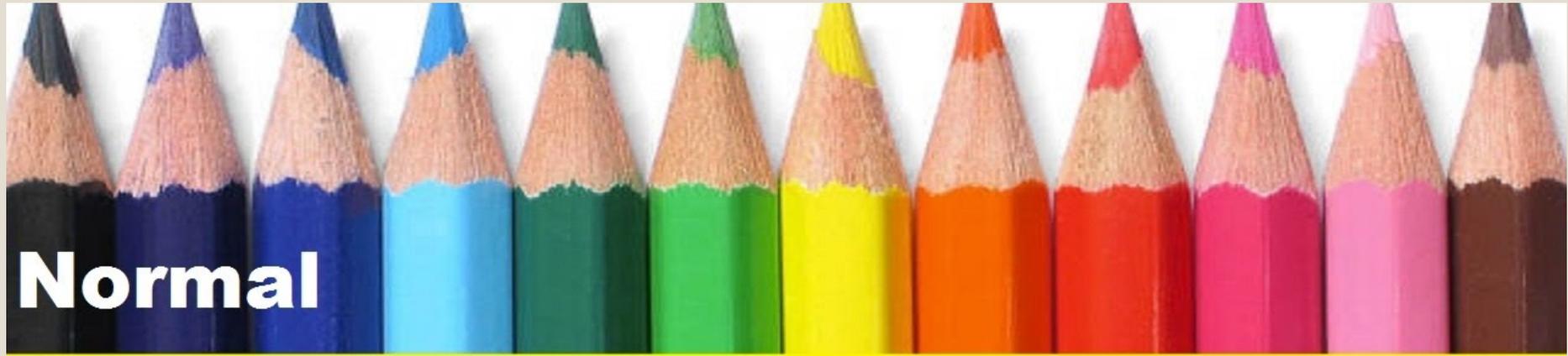
Cataract Vision Examples



<https://i.ytimg.com/vi/gV0BnjfGLDw/maxresdefault.jpg>

Irlen Syndrome Example

Irlen Syndrome is a visual perceptual difficulty that can affect individuals of all ages. Symptoms can include: word movement or distortion, headaches, migraines, fatigue, and poor depth perception. Visual stress can also exacerbate reading and writing difficulties.



Recording Accessible Sound

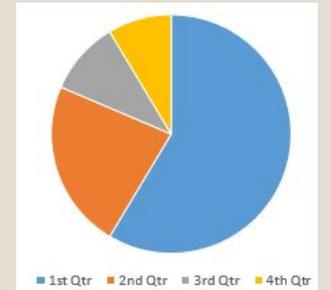


- Start the audio with the title of the document and information about the content and the length of the recording.
- Speak clearly and at a sensible speed so that it's easy to understand.
- Record the audio where it is quiet and there is no background noise.
- Where there are pictures or diagrams explain them so the reader gets a clear idea of what the original document looks like.
- Make sure your audio version is available in a range of formats including on a CD and in electronic format like MP3 and WAV.
- Provide a transcript of the recording



Accessible images, tables and charts

- All objects will need to have alternate text adding. The term Alt txt is the written description of the image, table or chart for screen readers.
- If the chart or table is an image you will need to explain all the data included.
- Colour coding is to be avoided and the use of texture is advised.
- Use number digits where possible rather than written numbers.
- Do not use Wrap text **Behind** or **In front** of text.
- Table titles must be identified and repeated if the table is on the next page.



Accessible Video



- Create a transcript of the video
- Audio Descriptions can provide contextualisation.
- Use captioning, if possible.
- Do not auto play, allow the viewer to have full control.
- Timings need to be slow enough to support all your students.
- Does the media player support closed captions and are all the playback buttons visible?
- Ensure the picture and sound is good quality, with minimal zooming and image stabilisation.

