

# Access and Inclusion- a successful case study

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# Overview

1. Background
2. Types of visual impairment
3. Things that can affect readability/accessibility
4. Tools for non sighted students

# Background

- New curriculum.
- University-wide initiative.
- Equity & Disability Resource Centre (EDRC) liaison.

# Types of visual impairment

# Dyslexia

READ TO READ, YOU  
WERE BY THE WAY IN  
CONCERNED TO THE  
THE FEELING OF READING  
WHICH BY THE WAY BY  
CONCERNED THE READING  
THE OF THE NEVER

# Irlen Syndrome

matched control group. Significant improvement for the experimental group was noted for time needed to locate words on a printed page, timed reading scores, length of time for sustained reading, and span of 18-EBs, as well as other perceptual tasks. Additionally, seven of the 23 experimental found employment, but none of the control group was employed by the end of the semester.

In contrast, Winters (1987) was unable to find differences in his study. Winters gave 15 elementary school children four minutes to locate and circle 68 examples of the letter "b" on three pages, each page of which contained 600 random letters in 20 lines of

# Things that affect readability

- Fonts and font size.
- Line spacing.
- Headings & Emphasis.
- Layout.
- Borders.
- Colour.
- Writing style.

# Fonts

Serifs disguise the shape of a letter.

Times New Roman

So, avoid fonts with serifs.



# Font size

- Ideal font size is 32.
- Minimum is 24.

# Line spacing

Line spacing like this can appear crowded and is difficult follow to someone with print difficulties. Line spacing should always be 1.5 or 2.0 to allow sufficient space between lines of text.

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# Headings & emphasis

- CAPITALS ARE HARD TO READ - THE TEXT IS ALL THE SAME HEIGHT.
- Underlining - any tails below the line are hidden.
- *Italics* – the characters run together and become blurred.

# Headings & emphasis

- **Bold.**
- **Font size.**

boxes

# Borders

Some of our students have difficulties following a line of text.

Borders prevent words sliding off the page.

# Text justified left & right.

Text justified to the left and right hand side of the page are stretched to make neat margins and are difficult for a partially sighted person to read.

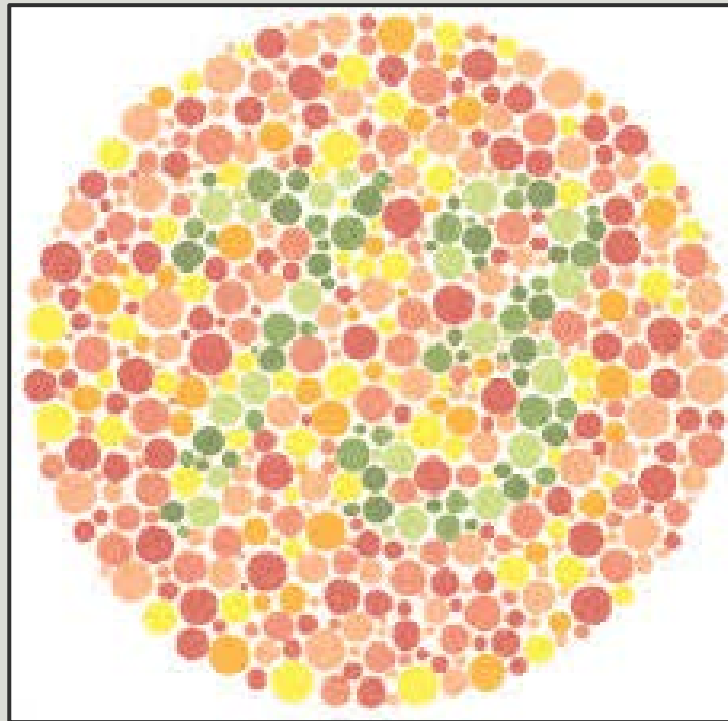


# Layout – align text left.

Text justified to the left side is easy to read because the gap between words is constant, and each new line is easy to find on the left hand margin.



# Colour





# Colour combinations to avoid

- Green with brown, blue, grey or black.
- Blue with purple.
- Blue with grey.

Avoid red & green completely

# Acceptable colour combinations

**Yellow and dark grey.**

Light grey and purple.

Light grey and maroon.

# Emphasis

A                      Adj                      n  
**The**                      **big**                      **cat.**

# Bullet points

Aim for 60-70 characters per bullet point.

- This is what 70 characters looks like at 24 point, just over one line.
- This is what 70 characters looks like at 32 point, - close to 2 lines.

# Writing style

Now we are going to discuss what we do each day, turn to the person next to you and ask answer questions to find out about what they do every day.

- A sentence like this is confusing and difficult to process.

# Writing style:

Keep it short - use imperatives:

- Talk to your partner.
- Discuss your daily routines.

Twirling, floating, flying animation.

Use appear or fade only.

# Tools for non sighted students



# Screen readers



# Accessibility for screen readers

- Images
- Scans.
- Reading order.
- Punctuation

# Images



# Alternative text



# Punctuation

Punctuation is essential for screen readers.

- Sentences run into each other.
- Pauses in inappropriate places.

# Conclusion

# Access is easy

- Now rolled out through all ESL programs and most first year courses.
- Increase identification of students at risk because of visual differences.
- Improved academic results for students.
- Positive impact on culture and public awareness.

# Resources

- Barbara Denton, Birkbeck Library, University of London  
(2011) *Producing Accessible Learning Materials*
- 
- World Blind Union, (2007) *PowerPoint Guidelines*
- WebAIM (2014) *Designing for Screen Reader Compatibility*