

# Australian Museum

## Title: Overcoming Barriers, Left, Right and Centre

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nature culture **discover**



# Overcoming Barriers...



The Australian Museum welcomes around 64,000 visitors each year who have a disability, including 10% who have web disability access.



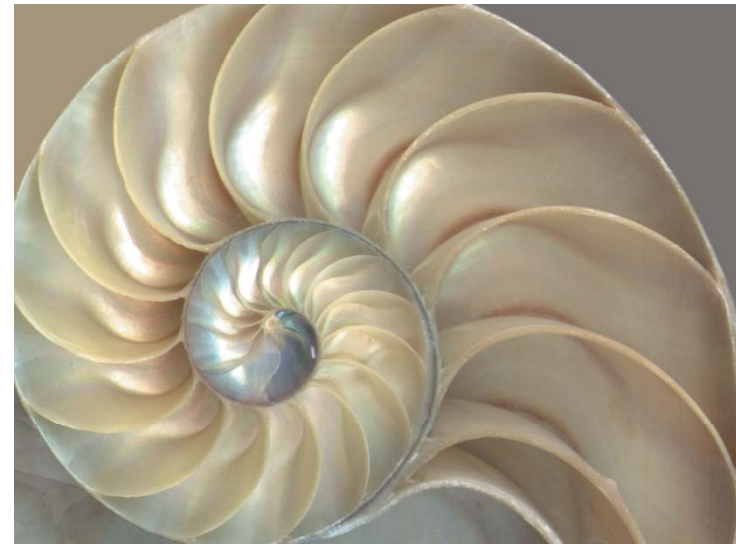
NB. This is approximately 20% of the Museum's visitors

# Overcoming Barriers...



Disabilities supported by the Disability Discrimination Act include:

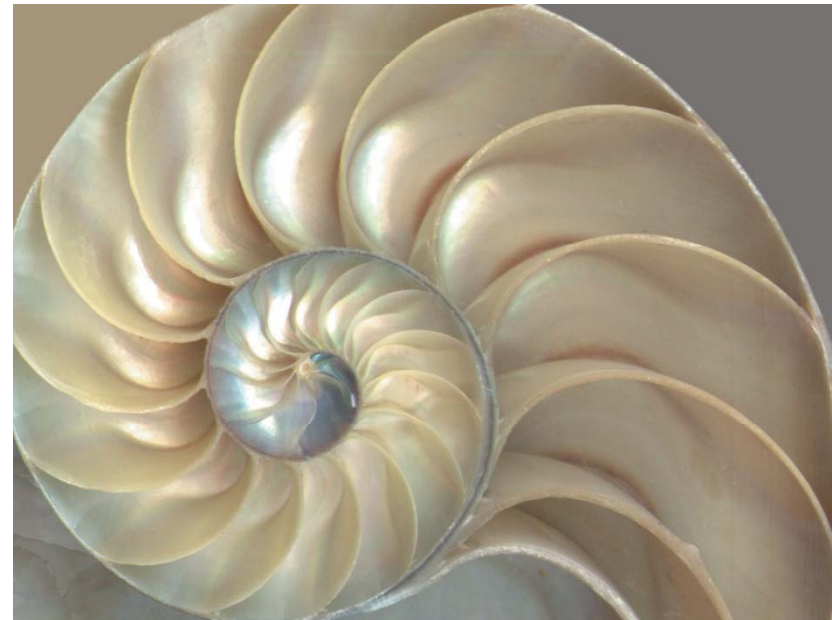
- Physical
- Intellectual
- Psychiatric
- Sensory (including blind and deaf impairments)
- Neurological
- Learning Difficulties
- Physical Disfigurement
- Disease or illness in an individual caused by organisms or other



# Overcoming Barriers...



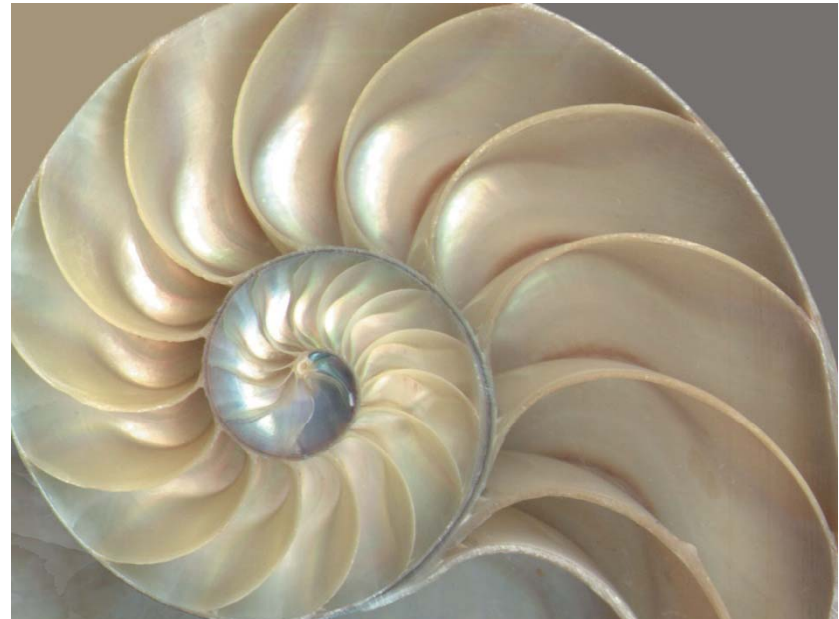
Australian Museum  
Disability Action Plan  
2010-2012  
determined that the  
new website would  
aim to be 100%  
accessible for people  
using screen readers.



# Overcoming Barriers...



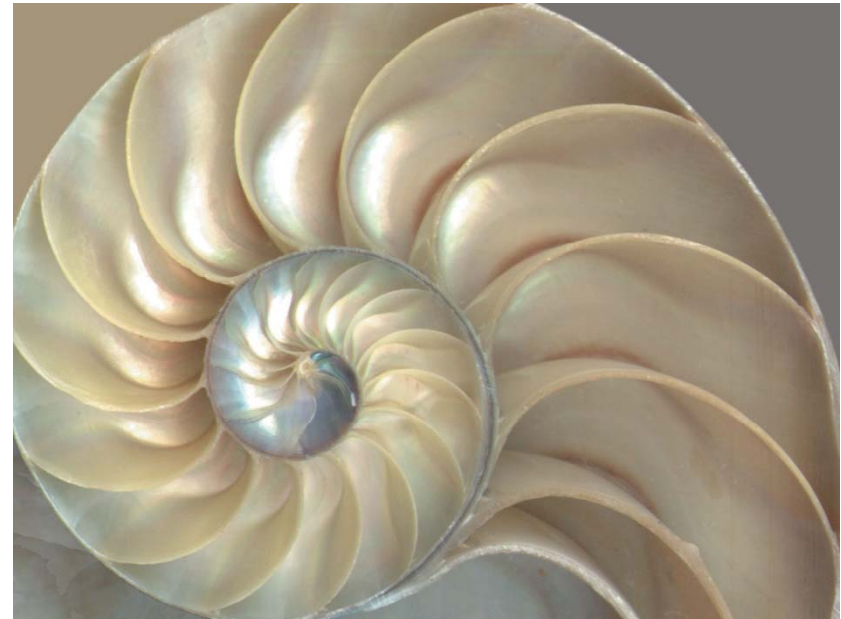
**Not getting the grant!**



# Overcoming Barriers...



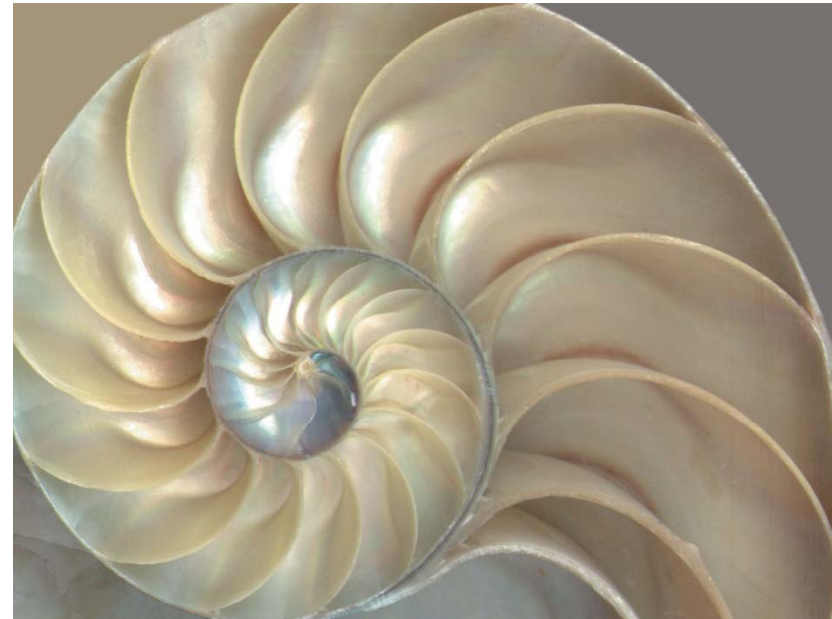
**PDF's –  
To be or not to be!**



# Overcoming Barriers...



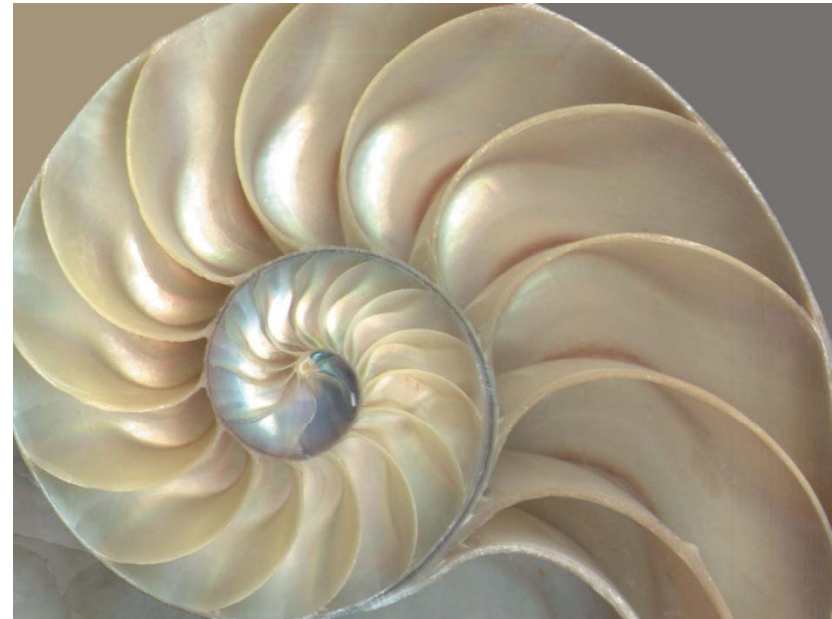
**World Wide Web  
Consortium  
(W3C)  
Web  
Accessibility  
Initiative  
Guidelines**



# Overcoming Barriers...



**Screen readers**  
use a text-to-speech  
synthesizer (TTS) to  
speak aloud the  
information that a  
sighted person would  
visually read on the  
computer screen



# Overcoming Barriers...



## **Accessible' PDF documents problematic unless:**

- Text written in Microsoft WORD written in 'styles' prior to PDF conversion
- Meaningful text or captions accompany images
- ADOBE Acrobat Version 9 is used as the PDF converter or maker
- After conversion a thorough check or edit is required to track alignment of images etc. with underlying explanatory or identifying text units
- If one thing is changed in the original Microsoft WORD document, the PDF conversion needs to be done all over again



# Overcoming Barriers...



**Helplines!**

**Helpful staff!**



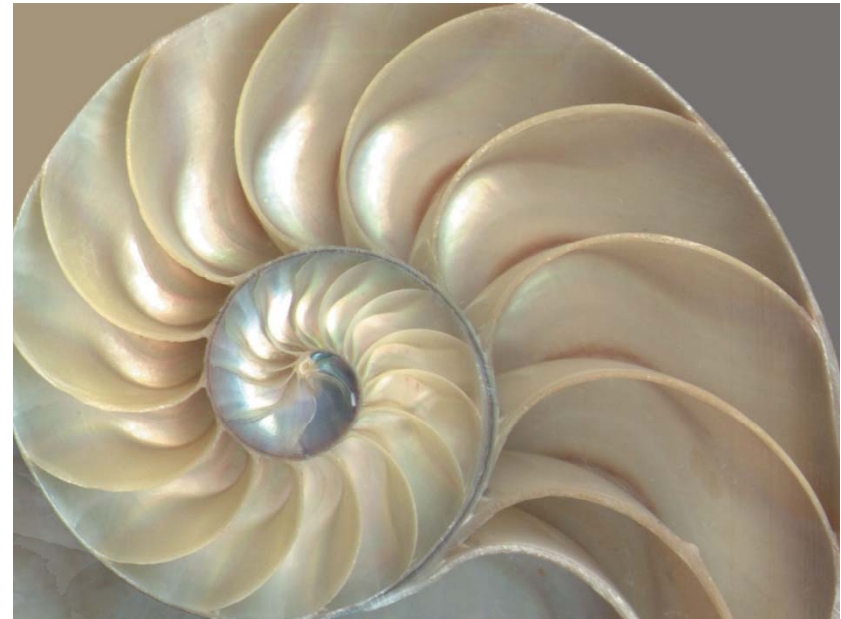
<b>Disability Type</b>	<b>Action required</b>	<b>Barrier(s) to overcome</b>	<b>Outcome</b>	<b>Tick List</b>
Partially sighted	Print size large enough (12 point +)	Fitting the print size for layouts and in similar to table formats to original	Completed throughout 50 programs across 6 school Stage levels + tertiary.	DONE
Blind/severely vision impaired	Formatting of all Education resources to enable reading and audible output from screen reader. Correct version of PDF converter	Initial lack of staff expertise and know how. Time for self-learning and training. Installation (and cost) of Adobe Acrobat V9 on staff computers. Timeline, lack of staff, funding and competing priorities	Program material re-written for both HTML web pages as well as PDF's for Student Activities to recommended standard.	DONE
Learning disabilities e.g. dyslexia, ADD associated	Reduce text levels and provide auditory supplements. Perhaps will to confront the need for different outputs for the differing audience needs.	Conflict in provision of enough text for accurate messages and too much for other audience groups. Development funding.	Lack of development of visual, interactive learning tools suitable for some low literacy audience groups.	NOT YET DONE

<b>Disability Type</b>	<b>Action required</b>	<b>Barrier(s) to overcome</b>	<b>Outcome</b>	<b>Tick List</b>
Autism and Asperger's Syndrome	Reduce text levels and provide more visual/imaging supplements. Visual engagement very important.	Less than 10% of learning can be achieved via auditory learning pathway. Development funding	Lack of development of visual, interactive learning tools suitable for these audience groups.	NOT YET DONE (other than provision of text) In the words of Linda Hogdgon, (1996), it is best to think of people with autism "as being 90% visual and 10% auditory learners".
Hearing impairment - Readers	Provision of adequate explanatory text and images to support learning. Social media options for 2-way interaction.	Virtually none.	There is much resource material provided on the current website, as well as many options for querying, commenting and 2-way interaction.	DONE
Hearing impairment - Non Readers	Reduce text levels and provide more visual/imaging supplements. Visual engagement very important.	Development funding, expertise and staff resources.	Lack of development of visual, interactive learning tools suitable for some low literacy audience groups.	NOT DONE

# Overcoming Barriers...



Resources  
for the  
future?



# Thank you

[www.australianmuseum.net.au](http://www.australianmuseum.net.au)

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