Problem

- access to computers
- access to electronic resources

Solution

- adaptive technology
- universal design principles
Some visitors:

- cannot see graphics.
- cannot hear audio.
- have difficulty with unorganized sites.
- use older equipment, slow connections.
- use adaptive technology.
Access to Electronic Resources

• Review current resources
• Revise policies
  - collection development policy
  - electronic resources development policy
• Provide librarian assistance
Universal design
=
designing services & resources for people with a broad range of abilities & disabilities.
Universal design

= design of products & environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.
Universal Design Principles

• equitable use
• flexible use
• simple and intuitive use
• information duplicated in several formats
• low physical effort
Example of a poorly organized layout.
Maintain a simple, consistent page layout.

- **Computing and Networking** - How to use information technologies at the UW, including email, television, telephones, and the Web. Topics cover how to set up computer accounts and get connected, how to acquire hardware and software, where to find help, and a collection of frequently asked questions.
- **UW Libraries** - Access to the online catalog, databases, library hours, resources arranged by subject, library instruction, exhibits, announcements, and online services such as book renewals.

**Desktop Reference Tools**

- **Desktop Reference Tools** - Dictionaries, directories, electronic texts, geographic information, subject resources, and more.
- **Electronic Journals** - Electronic journals at the UW and elsewhere.
Example of a difficult background.
DO-IT at the University of Washington

A general description of the DO-IT Program.

NEWSFLASH -- March 1997

DO-IT COOP Grant

DO-IT Resources

- DO-IT Brochures -- our popular brochures are updated regularly.
- DO-IT Newsletters -- published since summer, 1993.
- DO-IT Videotapes -- Short clips from the DO-IT Videos, including descriptions and ordering info.

Keep backgrounds simple with enough contrast.
Make links descriptive so understood out of context.
Hypertext Markup Language (HTML) = programming language used to create World Wide Web pages.

World Wide Web Consortium (W3C) defines standard HTML so that hypertext documents are portable from one platform to another.

Use standard HTML.
Welcome to the States Trivia "STRIVIA!" Site!

FRAME: contents
FRAME: main

This web page uses frames, but your browser doesn't support them.

Commands: Use arrow keys to move, '?' for help, 'q' to quit, '<-' to go back.

Arrow keys: Up and Down to move. Right to follow a link; Left to go back.
H)elp O)ptions P)rint G)o M)ain screen Q)uit /=search [delete]=history list

Example of a page using frames displayed by a text browser.
The DO-IT pages form a living document and are regularly updated. We strive to make them universally accessible. You will notice that we minimize the use of graphics and photos, and provide descriptions of them when they are included. Video clips are open captioned, providing access to users who can’t hear the audio. Suggestions for increasing the accessibility of these pages are welcome.
Web Access Symbol Now Available

Description: A globe, marked with a grid, tilts at an angle. A keyhole is cut into its surface. The symbol should always be used with the following alt attribute: Web Access Symbol (for people with disabilities). The web access symbol is also available via anonymous ftp at ftp.wgbh.org.
DO-IT at the University of Washington

Null Value: ALT=""

Bullet: ALT="*"

ALT attribute.
DO-IT at the University of Washington

A general description of the DO-IT Program.

NEWSFLASH -- March 1997

DO-IT COOP Grant

DO-IT Resources

- DO-IT Brochures -- our popular brochures are updated regularly.

- DO-IT Newsletters -- published since summer, 1993.

- DO-IT Videotapes -- Short clips from the DO-IT Videos, including descriptions and ordering info.
DO-IT page displayed by a text browser.
DO-IT at the University of Washington

A general description of the DO-IT Program.

NEWSFLASH -- March 1997

DO-IT COOP Grant

DO-IT Resources

- **DO-IT Brochures** -- our popular brochures are updated regularly.
- **DO-IT Newsletters** -- published since summer, 1993.
- **DO-IT Videotapes** -- Short clips from the DO-IT Videos, including descriptions and ordering info.
Image map HTML coding with no alternative menu.
Image map with no alternative menu displayed by a text browser.
DO-IT Gallery

Summer Session 1993

Caption: 1993 Phase I Scholars find out how to get around on campus from mentors Sean Barret and Jacqueline Adams.

Summer Session 1994

Caption: Anna Schneider and Takuya Igarashi work with mentor French Leger during a classroom session on designing scientific instruments.

Include descriptive captions for pictures.
THE GETTYSBURG ADDRESS: Drafts


Holograph. John Hay Papers, Manuscript Division.


Holograph. John Hay Papers, Manuscript Division.

Transcript of the " Nicolay Draft" of the Gettysburg Address.

Comments to: locweb@loc.gov (Last Update 1/27/95)

Provide transcripts of manuscript images.
DO-IT Videos

Below are short video clips (and descriptive text) from the videos produced by DO-IT.

- Working Together: People with Disabilities and Computer Technology (MPEG - 419K or MOVie - 2270K or descriptive text)

- Working Together: Faculty and Students with Disabilities (MPEG - 873K or MOVie - 3221K or descriptive text)

Descriptive text for DO-IT videos.
NCAM has been experimenting with ways to provide captioning and audio description on Web sites, through the use of QuickTime video clips. Captions have been added as a text track, and descriptions have been recorded onto a separate audio track (in addition to the program audio and video tracks). With one particular movie player that we’ve found, MoviePlayer version 2.1 or greater for the Macintosh, the descriptions and captions may actually be turned on or off by the user. If you’re using a different Mac or PC player, all captions and descriptions will be open— that is, you won’t be able to turn them off.

Caption video and transcribe other audio.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Registration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Library Research</td>
<td>Covers basics of library research and introduces participants to resources and collections of the Library.</td>
<td>None Required.</td>
<td>Main Library Information Desk</td>
</tr>
<tr>
<td>Searching the Online Catalog</td>
<td>Tips and techniques to help you search for books and materials in the catalog. Covers subject and keyword searching.</td>
<td>Register at Main Library Information Desk.</td>
<td>Main Library Computer Lab</td>
</tr>
<tr>
<td>Searching the World Wide Web</td>
<td>Introduction to primary Web Search engines and searching techniques.</td>
<td>Register at Main Library Information Desk.</td>
<td>Main Library Teaching Lab</td>
</tr>
</tbody>
</table>
Cutting Edge Library Instruction Schedule

Select one of the classes listed below for a complete description.

- Introduction to Library Research
- Searching the Online Catalog
- Searching for Magazine and Journal Articles
- Introduction to the Internet
- Introduction to the Internet for Children
- Searching the World Wide Web
- Intermediate Searching the World Wide Web
- Advanced Searching the World Wide Web
- Library Tour

Introduction to Library Research

Course Description
Date: Wednesday, September 10, 1997
Location: Meet at Library Reference Desk
Instructor: Reference Librarian
Registration: No registration required. Groups larger than 5, please contact the
Library Instruction Coordinator, Jennie Morgan at: 685-3656.

Back to top

Searching the Online Catalog

Course Description
Test & use special features with care:

- forms
- databases
- features that require plug-ins
Test your Web Pages

• with as many browsers as possible
• with at least one text browser
• with Bobby, or another
  accessibility validator program
  Bobby - http://www.cast.org/bobby/
Accessible Web Design Principles

• Simple, consistent page layout.
• Simple backgrounds with enough contrast.
• Standard HTML.
• Note about accessibility.
• Text alternatives for graphical features.
• Use special features with care.
• Test Web pages with variety of browsers.
Program Outline

- Success stories
- Legal issues & statistics
- General library access
- Adaptive technology
- Electronic resources