

Round Table on Information Access for People with Print Disabilities Inc.

Inclusion and Access to Information in Our Changing World

**Monday, 16 May to Wednesday, 18 May 2022**

Virtual Event

2022 Round Table Conference  
Book of Abstracts

**Please note:** The book of abstracts is current as of 14 April 2022.

# Monday, 16 May 2022

## Session 1 – Plenary

### 1a. The World Blind Union amid the COVID-19 pandemic.

9:45am – 10:15am

**Keynote Presenter:** Martine Abel-Williamson, President, World Blind Union.

#### Abstract

The World Blind Union is an international organisation representing persons who are blind or partially sighted worldwide. Focusing on the reach and mandate of WBU, and its role on the Accessible Books Consortium Advisory Board, Martine will discuss practical initiatives and solutions used to access to information during the COVID-19 pandemic. Following an overview of new research and innovations on a worldwide scale, Martine will finish by looking at future opportunities.

#### Biography

**Martine Abel-Williamson** is the World Blind Union (WBU) president and serves on the boards of the World Intellectual Property Organisation (WIPO) Accessible Books Consortium (ABC), International Disability Alliance (IDA and International Agency for the Prevention of Blindness (IAPB). She also holds positions on the boards of Blind Citizens NZ and the Royal NZ Foundation of the Blind. Her day job is as Senior Human Rights Advisor at the New Zealand Human Rights Commission, she lives in Auckland, New Zealand and is usually accompanied by her guide dog.

### 1b. Inside the Pandemic – working with Governments to help get the pandemic response right.

10:15am – 10:45am

**Feature Presenter:** Associate Professor Julian Rait OAM, Chair of Federal Council of Australian Medical Association

#### Abstract

The emergence and wide spread of infectious disease has occurred regularly throughout human history. Significant pandemics of smallpox, plague, cholera, influenza and various coronaviruses have all afflicted humanity with various degrees of calamity. In late 2019, a novel bat coronavirus was transmitted to humans via the Hunan Wholesale Food Market in Wuhan, producing the Covid-19 pandemic. By April 2022, this virus had infected over 481 million people and led to the loss of 6.1 million lives.

This paper examines the pandemic from the perspective of the Australian Medical Association and how well targeted advocacy to state and federal Governments has contributed to the formation of our public health response, including the formation of a national cabinet, our initial zero Covid strategy, travel and movement restrictions, mask mandates, quarantine policies, our national vaccination program and the transition to an endemic stage of disease management. Consequently, Australia has experienced fewer cases with a lower-than-average case fatality rate of 0.13% and only 232 deaths per million people from Covid-19. This compares to 6500 deaths per million for Peru and just 47 deaths per million for New Zealand.

#### Biography

**Associate Professor Rait** is a specialist Ophthalmologist and a member of the Board of Vision Australia. He is the current Chairman of the Australian Medical Association Federal Council, having served as the President of AMA Victoria from 2018 to 2021, and has been an active fellow of the Australian Institute of Company Directors since 2008. Julian has also enjoyed several leadership positions within a number of other organisations, especially those involved with foreign aid and medical indemnity insurance, having been the Chair of Anglican Overseas Aid from 2013 to 2018 and the President of the MDA National medical indemnity group from 2008 to 2014. On Australia Day 2018, Julian was awarded the Medal of the Order of Australia for "service to Ophthalmology and to the development of overseas aid.

## Session 2 – Concurrent

### 2a. Shining a light on disparities to access: the impacts of COVID-19 restrictions on learning for students with blindness and low vision in Australia, New Zealand and the Pacific.

11:00am – 11:30am

**Presenters:** Dr Melissa Cain, Australian Catholic University; Dr Melissa Fanshawe, University of Southern Queensland; Polly Goodwin, Australian Catholic University, Vision Australia.

#### Abstract

With the rise of COVID-19 infections globally, 2020 proved to be a year of confusion, distress, and concern for many. The impact of COVID-19 on teaching and learning was acute and significant. In 2021, the sustained effects continue to impact students’ academic progress, social relationships, and mental health. There were many students at all levels of education for whom barriers to learning were at times insurmountable. Teachers also experienced angst due to increased workload, managing student anxiety, and negotiating parental involvement, leaving them with a greater counselling role than they had expected and were prepared for.

There is a dearth of research on how the education of students with blindness and low vision (BLV) have been affected in countries which have experienced restrictions and school closures, and the envisioned impacts and anticipated solutions in those that have not. In response to these significant gaps in the literature, the presenters surveyed and interviewed teachers of students with BLV in Australia, New Zealand, and Pacific nations, including countries yet to feel the impacts of COVID-19. The results are presented as a series of key drivers or catalysts for change: technologies, stakeholder communication, families, consistency, accessibility, and affective impacts; over four response stages: 1. when a disruption is theoretical, 2. when a disruption is likely, 3. during a disruption, and 4. after a disruption. This framework is used to detail key learnings from which to build a longitudinal foundation to support responses to future health emergencies and natural disasters. In the presentation, participants will be involved in active and collaborative strategies that encourage them to contribute their experiences with the impacts of COVID-19 on teaching and learning.

#### Biographies

**Dr Melissa Cain** is senior lecturer and National Head of Secondary Teaching at the Australian Catholic University in Brisbane, teaching courses on Inclusive Education and Arts education. Her current research focuses on supporting students with vision impairment in mainstream schools. Melissa was a primary school teacher in Australia and South East Asia for 22 years, has managed three large-scale national Learning and Teaching projects, and has produced an international MOOC. Melissa has received several higher education teaching awards and is the recipient of the Callaway Doctoral Award.

**Dr Melissa Fanshawe** is a Senior Lecturer in the School of Education at University of Southern Queensland. She has twenty years’ experience within Queensland schools as a teacher, advisory teacher, Deputy and Principal. Melissa is a trained teacher for students with vision impairment, gaining her Masters at RIDBC. She is currently completing her PhD in the field of Vision Impairment and enjoys her volunteer roles as an advisor to the board for Vision Australia and the Queensland convenor for the Australian Braille Authority. Melissa is passionate about advocating for standardised accessible formats so students can have independent access to quality education.

**Polly Goodwin** is a professional Audio Describer, scripting and voicing descriptions inserted into visual presentations with the purpose of ensuring that it makes sense from an auditory perspective, rendering content accessible for people who are blind or have low vision. She runs the Benefits of Audio Description in Education in Australasia initiative to encourage children and young people to engage critically with audio description. Polly is also a Service Designer at Vision Australia, where she led the redesign of services for children, young people who are blind or have low vision and their families that eventually became Project EmployAbility.

### 2b. COVID impact and innovation.

11:30am - 12:00pm

**Presenter:** Steven Zelko, Coordinator, Inclusive Resource Development (Tech and Training), LaTrobe University.

#### Abstract

Prior to 2020, Latrobe University offered its students a bespoke in-house alternate format services that was the gold standard for the sector, performing complex conversions in seemingly impossible timeframes, and doing it on a shoestring budget. But then the pandemic hit. With the wholesale withdrawal of international students from the institution, a drastic pivot was necessary and the time for a more proactive approach had arrived. Leaning on institution’s Disability Action Plan and the federal policy towards a normative experience for all students, Latrobe shifted from retroactively converting material for a student en masse, to triaging every case independently, and advocating for solutions that would embolden both the student and their academics in hopes of upskilling the entire cohort.

Practically speaking, the shift came through several measures. The first major hurdle was of course the case of transcriptions for all the online material that was now needed as work-from-home become the standard. The department lent heavily on the burgeoning AI auto-transcription leap that came from industry with that increasing need. The department also retired the majority of physical notetakers only allowing complex cases to retain the service and introduced software alternatives. In cases where students were receiving resources from their academics that were inaccessible formats, rather than converting them, the team reached out to the academics and coached them through content creation that met the institutional and national standards. Of course, these progressive measures were met with initial pushback, but the team navigated it in consultation with students, their advisors, professional and academic staff, and heads of schools.

#### Biography

**Steven Zelko** has spent the last 16 years working in inclusive resource development, starting as a casual formatter, then being offered several ongoing positions, reaching his current role coordinating LaTrobe University's response to the institutions needs regarding inclusivity and accessibility. Being dyslexic himself, he has a passion for divergent ways of educating.

### 2c. Interactive multisensory science books for blind and low vision readers

12:00pm – 12:30pm

**Presenters:** Dr Erica Tandori, Monash University Biomedicine Discovery Institute and Stu Favilla, Swinburne University, School of Design and Architecture.

#### Abstract

Powerful instruments including electron microscopes, X-ray diffractometers and synchrotrons have enabled us to see protein structures and interactions at the atomic level. However, for people with Low Vision or Blindness, the world of microbiology remains out of sight and out of reach, contributing to a poor representation of blind and low vision students amongst STEM cohorts at university level and far too few career opportunities within science generally.

In response, the Monash Sensory Science Initiative was created in 2018, by ARC Laureate Fellow Prof Jamie Rossjohn, Infection and Immunity Program at Monash University with the assistance of legally-blind artist in residence, Dr Erica Tandori. Monash Sensory science exhibitions have toured across Australia and received national and international recognition from the Australia Museum Eureka Prize, United Nations AI for Good and Berlin Falling Walls Breakthroughs in Science.

In this presentation Erica teams up with co-creator Stu Favilla, Swinburne University IxD Lab, to showcase the development of a series of Multi-sensory Interactive Science Books for Blind, Low Vision and Diverse Needs audiences.

The authors demonstrate their ‘exhibitions in a book’ enabling non sighted readers to explore the world of microbiology and latest research from world leading scientists. Tactile artworks, sonification, fiducial interactions, braille supplements, and other multi-sensory approaches will be presented for touching, feeling, smelling, and hearing the microbiological world

#### Biographies

**Dr Erica Tandori** was diagnosed at the age of 23 with Stargardt’s Disease. Her lived experience informs her research and art practice. Erica’s PhD focused on the interaction between art, ophthalmology and the entoptic effects of macular disease. She is artist in residence at the Rossjohn Lab, Biomedicine Discovery Institute, Monash University, creating multi-sensory exhibitions exploring current research in biomedicine for blind and low vision audiences, receiving national and international recognition for this work. Erica has also joined the Faculty of Information Technology, Monash University, researching art access and inclusion for blind and low vision audiences through multisensory, multimodal and emerging technological approaches.

**Stu Favilla**, Swinburne University Lecturer in Interaction Design, has worked across a diverse range of research fields including Computing for Older People with Dementia, Audio Design for Armoured Vehicles, Opthalmic Electrophysiology, Spatial-Audio Design, Experimental Music, Virtuosic Interaction, Machine Learning, Artificial Life, and Spatial Audio for Opera. A musician and winner of the Karl Szucka Preis and Bourges Prize finalist, he has developed rich data sonifications, 3D audio systems, installations, algorithmic video artworks and generative music for modular synthesiser. Stu’s amazing digital musical instruments have been profiled by Qantas Magazine, international and Australian Television and featured by the DK Books’ “Cool Stuff”.

## Session 3 – Concurrent

### 3a. Providing information that resonates with people.

11:00am – 11.30am

**Presenter:** Reeni Ekanayake, Vision Information Service Project Lead, Vision Australia.

#### Abstract

Access to quality information is fundamental for decision-making. And Vision Australia has a long history of delivering critical content on blindness and low vision. Thanks to a three-year NDIS grant, we have had the opportunity to raise a new discourse around the critical role ‘information’ plays in service delivery. Our co-design project ensured that information is regarded as a vital component of the service offering, not just an add on. Delivering an information project during the peak of a pandemic has also meant adapting the way we traditionally deliver content to resonate with people who are isolated. This presentation will explore the new channels, content avenues, and strategies developed to help build information capacity for individuals, health professionals and the community. Finally, the presentation will reflect on the critical role of all service providers in responding to the changing needs for and paradigms of information access for all.

#### Biography

**Reeni Ekanayake** has over 10 years' experience in the humanitarian sector in the fields of communications and advocacy. Reeni is known for driving a major national grant designed to improve access to information on blindness and low vision at Vision Australia. While most of her career has focused on improving the lives of others, some of her proudest moments have been driving campaigns that have enhanced animal welfare legislation. Reeni holds postgraduate qualifications in human rights, and values using her skills and passions to do good things for the world.

### 3b. The future for braille music conversion tools? MakeBraille 2022 updates.

11:30am – 12:00pm

**Presenters:** Christina Christensen and Jordie Howell, Music Transcribers, Vision Australia

#### Abstract

At Vision Australia the Braille Music transcription team have been involved in a global research project in the development of MakeBraille, an online Braille Music Conversion tool. This presentation will outline the stages of development to present day 2022 and the possible ways it may be used by teachers, transcribers and end users going into the future.

The pros and cons of MakeBraille will take into account:

* End users experience and accessibility – premise and progress?
* A transcribers experience and how best to convert source files, making use of Music XML, CapellaScan and Capella editing software, compatible with MakeBraille
* How this software fares in relation to other braille music software on the market.
* Questions taken from the participating audience.

Conclusion: how long will it take before we can use Makebraille for production?

#### Biographies

**Christina Christensen** has a background as a professional cellist, composer and cello teacher. Her current role at Vision Australia as a Music Transcriber has in the last year led to her being an integral part of the MakeBraille international music software development, part of the DAISY consortium project. The ongoing research and feedback from the Vision Australia team of music transcribers has successfully put Australia on the software configuration list for applying rules specific to Australia’s Braille Music Code in the print to braille conversion.

**Jordie Howell** is a Braille Music transcriber with Vision Australia and a passionate user of braille music both as a solo soprano and in choirs. She is Chair of the Australian Braille Authority and of the International Council on English Braille Music Committee.

### 3c. Accessibility of remote meetings: defining responsibilities and international guidance.

12:00pm – 12:30pm

**Presenter:** Dr Scott Hollier, CEO, Centre for Accessibility Australia.

#### Abstract

The arrival of COVID-19 saw the importance of remote meeting platforms such as Zoom increase from being a convenient complementary tool of last resort to an essential communications service. While there’s no denying the importance of making remote meetings accessible to people with print disability, there is a question about who is responsible – is it the developer that needs to make their tool accessible? Is the content being prepared for the meeting done in an accessible way? Does the host and users know how to enable accessibility features if present? Are our procurement policies appropriately up to date? Dr Scott Holier from the Centre for Accessibility Australia is the lead editor of the W3C guidance on remote meeting accessibility. Scott will speak to these questions and the development of a new international Note in the area.

#### Biography

**Dr Scott Hollier** specialises in the field of digital accessibility and is the author of the book ‘Outrunning the Night: a life journey of disability, determination and joy’. With a Ph.D. in Internet Studies and senior management experience across the not-for-profit, corporate and government sectors, Scott is an internationally-recognised researcher and speaker.

Scott’s roles include CEO and co-founder of the Centre For Accessibility Australia, holds academic positions at Edith Cowan University and the University of South Australia, and is an Invited Expert for the W3C Accessible Platform Architectures Research Questions Task Force. In addition, Scott is legally blind and as such has both a professional and personal understanding of the importance of accessibility.

## Session 4 – Concurrent

### 4a. The process of implementing a disability specific curriculum for students with blindness and low vision throughout Australia

1:00pm – 1:30pm

**Presenter:** Dr Melissa Fanshawe, Senior Lecturer, University of Southern Queensland

#### Abstract

Over the last 25 years, a large and growing body of literature has argued that students with vision impairment require explicit teaching of the knowledge and skills that are incidentally learned by their peers through vision. The Expanded Core Curriculum (ECC), devised by Hatlen (1996); consists of nine key areas believed necessary to compensate for what is incidentally gained by students with regular vision. In Australia, the ECC is supported by SPEVI (2016) 'in addition to the general (core) curriculum, provision of the Expanded Core Curriculum will maximise the academic, social, vocational and life skills of learners with vision impairment' (South Pacific Educators in Vision Impairment, 2016, p. 12).

However, despite research (Doepel, 2013; Wolffe & Kelly, 2011) that clearly highlights the success of the ECC in career and life outcomes for older adults, there is still debate about how the ECC can be effectively taught to students with vision impairment in mainstream classrooms (Wolffe & Kelly, 2011), who is responsible, what they will teach and when they can do this (Keil & Cobb, 2019). Lack of understanding about the importance these specific skills play in the long term education of students with vision impairment has also been identified as a barrier to implementing the ECC internationally (Palmer, 2005).

The aim of a national accreditation of the disability-specific curriculum, is to provide vocation education and training certificates that can be undertaken in schools, to count towards the student's ATAR and tertiary studies. Students will gain the knowledge of tools and the skills to access content and information for education and employment. This session will give you an update on where we are up to in the process and what the final accreditation means for you.

### 4b. An inclusive classroom in a changing world: resources from braille and large print services

1:30pm – 2:00pm

**Presenters:** Kim Barber, Manager, Braille and Large Print Services; Leanne Tucker, Coordinator Braille Services and Navkaran Virdi, Project Office, NSW Dept of Education

#### Abstract

Every day humans collectively create 2,500,000 Terabytes of brand new information. With the advent of the internet and digital based learning in a rapidly changing world, it is important to ensure everyone has equal access to this information.

NSW Department of Education’s Braille and Large Print Services (BLPS) creates curriculum resources that allow blind or low vision students to engage in an equitable learning environment with their peers. From braille books, to large print, to e-text, to tactile graphics, to 3D prints and several others in between. BLPS vast library of resources are accessible for schools and visually impaired students across New South Wales.

With the traditional learning paradigm changing drastically throughout 2021 due to the Covid-19 pandemic and lockdowns, students with vision impairment and ISTVs were given the challenging task of quickly transitioning to home-schooling. With this transition, was the increased reliance on digital resources in place of concrete learning experiences. The team at BLPS ensure schools and students have access to the bespoke resources needed to adapt to these changes while focussing on student need.

In this presentation, members of BLPS will go over many resources available to students with vision impairment and share feedback received from students and schools.

#### Biographies

**Kim Barber** is the manager of Braille and Large Print Services. With previous hands-on classroom experience with students with vision impairment, Kim now oversees the creation of accessible resources and formats that lead to equitable classrooms, and inclusive learning environments.

**Leanne Tucker** has been employed by the NSW Department of Education for 23 years, spending 21 years in various roles in the field of vision support. She has had 15 years of hands-on experience working with students with vision impairment from grades K – 12 and also ran a Braille Outpost transcription service supplying Braille, tactile graphics and Large Print to schools. Leanne joined Braille and Large Print Services in 2016 and currently holds the position of Coordinator Braille Services there where she supervises a Braille Production Team of 12.

**Navkaran Virdi** is a Project Officer at NSW Department of Education's Braille and Large Print Services. His work and research focuses on exploring the use of 3D printing to create accessible resources for students with vision impairment.

### 4c. Strengthening student and teacher engagement and access through innovative online learning during the pandemic

2:00pm – 2:30pm

Presenter: Marion Blaze, Coordinator student programs and professional learning, Statewide Vision Resource Centre.

#### Abstract

The Statewide Vision Resource Centre provides student programs, teacher professional learning and alternative format materials to eligible students with vision impairments in schools throughout Victoria. All programs and provisions, usually provided at SVRC in Donvale, have continued online throughout Victorian lockdowns in 2020 and 2021. Students who are blind or have low vision have been engaged in online access technology training, braille reading and maths, art sessions including origami and alfoil sculpture, yoga, pre-employment skills, blind cricket and have followed the Paralympics. Students have become skilled in using key commands to independently operate Zoom. Visiting Teachers have been networked through fortnightly, online Community of Practice meetings to learn about access technology, producing accessible content and how everyone is coping in the online learning environment. SVRC teachers have explored their creative side while keeping students and colleagues connected with each other and engaged with their learning of the expanded core curriculum.

#### Biography

**Marion Blaze** has worked in the field of special education (vision impairment) for more years than she'd care to mention. She has been a Visiting Teacher (Vision) with both the Victorian Department of Education, and Catholic Education system, and spent two years as a VT in the Northern Territory. She has also had a long history with the Statewide Vision Resource Centre wearing many hats and teaching all aspects of the Expanded Core Curriculum through work with students and professional learning for teachers.

## Session 5 – Concurrent

### 5a. Audio description one year on …

1:00pm – 1:30pm

**Presenter:** Manisha Amin, CEO, Centre for Inclusive Design (CFID)

#### Abstract

Australia finally has audio description on broadcast television and some stations are moving increase coverage. This presentation looks at what’s happened in Australia with the lessons are, the latest research and how can we learn from audio description practices overseas.

#### Biography

**Manisha Amin** is the chief strategist and visionary at Centre for Inclusive Design. With a background in strategic marketing, communication, transforming cultures and creativity she is a thought leader in the power of thinking from the edge. She has a unique talent for seeing beyond the horizon to emerging trends, defining them and building powerful communities to bring them into being. Manisha has completed a Bachelor of Business Marketing, Master’s of Professional Writing and PhD on Communication and Social Enquiry.

### 5b. Exhibition at hand: inclusive gallery design for people with low vision and blindness

1:30pm – 2:00pm

**Presenters:** Dr Erica Tandori and Matthew Butler, Monash University

#### Abstract

Museum and gallery engagement fosters knowledge, pleasure, a sense of belonging and cultural and societal enrichment. This is as true for those with low vision and blindness as it is for people with vision.

Yet, the experience for blind or low vision visitors is still not as fulfilling and spontaneous as it is for sighted people, despite the growing recognition that galleries and museums need to be more inclusive.

In response, our research team at Monash University has been working with Bendigo Art Gallery, a major Australian regional art gallery, exploring ways in which to enable a more integrative experience for people with vision sensitive requirements.

Implemented during two major international art exhibitions, Mary Quant: Fashion Revolutionary, (2021), Elvis: Direct from Graceland (2022) and incorporating a permanent collection of the gallery, we present an extensive body of research that has sought to make the cultural experience as independent and seamless as possible for low vision and blind visitors.

This presentation will include: the importance of value sensitive design, the case for pre, present and post exhibition accessibility strategies, and the ability of multimodal and multisensory strategies to resolve stakeholder conflicts, facilitate all stakeholder needs and support sustainable and more inclusive cultural engagement.

#### Biographies

**Erica Tandori** is artist in residence at the Rossjohn Lab, Biomedicine Discovery Institute, Monash University, where she creates multi-sensory exhibitions exploring current research in biomedicine for blind and low vision audiences, receiving national and international recognition for this work. Erica has also joined the research team at the Faculty of Information Technology (Human Centred Computing), Monash University, investigating accessibility and inclusion at art exhibitions for blind and low vision audiences, through multi-sensory, multimodal and emerging technological approaches.

**Matthew Butler** is a researcher and Deputy Dean (Education) within the Faculty of Information Technology at Monash University. His research focuses on the use of emerging technologies such as 3D printing and low-cost electronics to produce accessible materials for the blind and low vision community. His current projects include the use of 3D printing for the provision of accessible graphical content for learning and orientation & mobility, as well as investigating how 3D printing can be used to create more inclusive experiences in art galleries.

### 5c. Art, ideas and connections: creating art experiences for all

2:00pm – 2:30pm

**Presenter:** Danielle Gullotta, Senior Access programs producer, Art Gallery of New South Wales

#### Abstract

Visiting an Art Gallery is a sensory experience where audiences engage with artworks, architectural spaces, ideas, narratives and connect through engaging dialogues. At the Art Gallery of New South Wales, Access programs are designed to make the collection and exhibition accessible, through the use of live audio descriptions that are presented in an open dialogue model, and supported by the incorporation of specific tactile materials to support the visitor to create an image or clarify the image they experience. An artwork exists within a context, framework and era which add to the meaning of the artwork. This can be explored and discussed to create personal meaning for the audiences engaged in the program. This presentation will share the approach to the developing, design and presentation accessible experiences for audiences who are blind or have low vision.

#### Biography

**Danielle Gullotta,** Senior Access Programs Producer, Art Gallery of New South Wales, has led the development of the AGNSW’s Access and Arts and health programs since 2008. Danielle has been an advocate for the positive benefits of engagement in the arts, creating opportunities for individuals to be curious, imagine and think creatively in a safe environment, with open-ended outcomes for engaging a diverse range of children and adults with specific needs.

## Session 6 – Concurrent

### 6a. Reading performance in students with a vision impairment.

2:45pm – 3:15pm

**Presenter:** Lynne Loh, PhD Candidate, Flinders University.

#### Abstract

**Background:**

Children with a vision impairment are supported within the classroom environment based primarily on clinical measures of visual acuity. However, these clinical measures may not fully represent a child’s visual function within the classroom.

**Purpose:**

To evaluate the relationship between clinical measures of distance visual acuity and various reading metrics - in children with a vision impairment.

**Method:**

Seventy-one children (44 male: 27 female), median age 11.0 (range 5 to 18 years) were recruited from South Australia’s state-wide support service for children with a vision impairment. Distance visual acuity was compared with reading metrics, including minimum print size that could be read (reading acuity), Critical Print Size (smallest print size before reading speed reduced) and maximum reading speed - using the MNREAD© application.

**Results:**

There was a weak correlation for visual acuities 0.5 -1.5 LogMAR (6/19 - 6/190) with minimum print size read (r=.282), and Critical Print Size (r=.107) which were not significant p&gt;.10). Reading speeds were, on average, 50% lower than their normally sighted peers.

**Conclusion:**

Standard distance visual acuity measurements correlate poorly with reading vision metrics in children with a vision impairment. Therefore, more relevant tests are required to determine visual performance within the classroom for these students. Determination of functional visual ability within the classroom environment will facilitate enhanced support throughout their educational years, develop independent accessibility skills and improve health related quality of life at school.

#### Biography

**Lynne Loh** is a UK trained Optometrist. She has also completed a Masters in Vision Science and undertaken research at Flinders Ophthalmology. Following her Masters, Lynne worked for Guide Dogs SA, which included functional vision assessments of students to enhance support within their educational environment.

Lynne began her PhD in January 2020. She is ultimately hoping to construct a national framework for the assessment of children with a vision impairment and reclassify vision impairment to include a measure of functional ability. Functional classification would lead to greater understanding of visual ability, enhanced support and increase a student’s accessibility to the school curriculum.

### 6b. Laser cutting accessible material.

3:15pm – 3:45pm

**Presenter:** Trent Betts, Accessible Format Producer (STEM), Vision Australia

#### Abstract

A presentation on the use of a laser cutter in the production of accessible products, outlining the possibilities and limitations.

The presentation will cover the workflow from computer design to finished laser cut objects and how engraving can be used to create durable tactile products. It will also cover a case study of how Vision Australia used the laser cutter in conjunction with a UV printer to create precision templates and expand the capabilities of that machine.

#### Biography

**Trent Betts** is an accessible format producer at Vision Australia. Trent comes to the field of accessible format production with close to 20 years' experience in software development. With this experience he is looking at ways to automate the process of transcription and develop tools to keep accessible content consistent and error free.

## Session 7 – Concurrent

### 7a. Lessons from tactile adaptation of one painting: implications for art education.

2:45pm – 3:15pm

**Presenters:** Bob Marek, Hungry Fingers and Ewa Niestorowicz, Marie Curie University, Lublin, Poland.

#### Abstract

The presentation addresses the question of accessibility of art to persons with congenital blindness, and of effectiveness of (audio) description accompanying adaptations of paintings. In an experiment described in the paper, tactile adaptation (a relief) of ”The storks” (a Polish 19th century painting) was presented to persons with congenital blindness. Description of the painting informed participants about the theme and layout of characteristic objects in the painting. After familiarizing themselves with the layout, participants moved to a systematic exploration of the painting. This was the point where whenever reference was made to spatial relations between objects or persons presented in the paining, participants with little prior exposure to tactiles experienced problems with relating audio description to relevant areas of the work of art. It turned out that although many concepts expressing spatial relations did not cause problems in everyday situations, they became a mystery when represented in a tactile form. The conclusion, which must be drawn is that for tactile adaptations of paintings to be informative, pre-training is necessary with tools helping understand the language used for describing the relation between objects and drawings observed from different vantage points, perspective, depth, overlapping and other ‘visual’ concepts.

While audio description on its own may be a valuable source of esthetic experience, when accompanying tactile adaptations it must take into account a person’s ability to interpret tactile representations of spatial/visual concepts. In other words, audio description of a painting may sometimes be more effective on its own then when it is accompanied by a tactile adaptation.

**Benefits:**

* Learning about difficulties with understanding spatial relations represented in a tactile form.
* Learning about need of training in exploration of tactile adaptations of art.
* Learning about different functions and different reactions to audio descriptions, depending whether or not they are accompanied by tactile adaptation of a work of art.

#### Biographies

**Bogusław ‘Bob’ Marek** – owner of Hungry Fingers, an organisation specializing in designing resources for introducing learners with congenital blindness to tactile graphics. Bob has trained teachers and worked teachers and children in Europe, Australia, New Zealand, Palau, Samoa, Singapore, Japan, India and in Nepal, helping totally blind learners understand the relation between 3-D objects and 2-D drawings and to use, with confidence, tactile adaptations of drawings and diagrams found in all school subjects. For his English language programme for learners with a visual impairment HM Queen Elizabeth II honoured Bob with The Order of the British Empire.

**Ewa Niestorowicz** has a degree in special needs (visual impairment) and in visual art. She has conducted art workshops for deaf-blind persons and a number of art exhibitions accessible for persons with a visual impairment. As a practicing artist, she offers trainings for university students in creating tactile art. Her research interests focus on children’s art, drawings made by children with congenital blindness, accessible art and on art created by persons with a visual impairment.

### 7b. NaviLens, a new kind of QR code that can be read at 12 meters far away.

3:15pm – 3:45pm

**Presenter:** Javier Pita, Chief Executive Officer, NaviLens.

#### Abstract

When disembarking at an airport, entering a shopping center, or arriving at a railway station, we all look for visual signals to guide us to where we want to go. Thanks to NaviLens, people with visual disabilities will also be able to orient themselves in these situations in an autonomous and simple way.

Such common and apparently simple tasks as locating the toilet in a public space, knowing which bus has just arrived at the stop or going to the departure lounge at an airport or to the reception of a hotel are impossible to do without help for a person with a visual disability if you do not previously know that environment. To solve this situation and get blind people to deal with these situations in the same way as the rest, the technology solutions company NaviLens has created a cutting-edge technology based in a computer-vision algorithm.

The result of this work is NaviLens, a pioneering system of signage, with a universal character, which makes it easier for blind or visually impaired people to orientate themselves simply with a slight movement of the hand in which they hold their smartphone.

NaviLens is a system that allows, through some signals placed in the right places, blind people to detect them with their phones. Each one of these signs indicates, in an auditory way, in what direction one should go and what is the situation of the person with respect to the indicator poster, in addition to containing information of all kinds.

#### Biography

**Javier Pita** is the Founder and CEO of NaviLens a technological startup with the mission to create a more inclusive and accessible world for the visually impaired. NaviLens use a cutting-edge proprietary new kind of colorful QR code called the NaviLens code, developed with the collaboration of the University of Alicante, that with a size of 30 mm can be read up 3 meters away without the need to enframe or focus it.

## Session 8 – Plenary

### Easy read: opportunities and challenges.

3:50pm – 4:20pm

**Feature Presenter:** Roger Firman, Chair of UK Association for Accessible Formats (UKAAF).

#### Abstract

This presentation will be divided into the following five sections:

**Background:** Tracing the historical evolution and development of Easy Read (or other names by which it has come to be known in different countries).

**Current application and use:** How the system is being applied through experience and guidelines in different countries including governments, health services, utilities and other providers. What can we learn from this and, is this a uniform experience?

**Opportunities:** What are the range of implementation solutions and what is helping to drive increased interest and awareness of this topic. Is there a role for technology here and how do we know, or come to some kind of conclusion about effectiveness?

**Challenges:** How do we ensure that those for whom Easy Read is essential are placed front and centre-stage. How can this be put in place and what might be difficulties to overcome.

**Conclusions:** Some closing thoughts regarding what may be required for the future. What research could be desired and, particularly, how is the relevance of Easy Read changed/adapted for blind children and adults.

#### Biography

**Roger Firman** has been Chair of the UK Association for Accessible Formats (UKAAF) since June 2020.

He joined UKAAF in 2012 serving on its Music Subject Area group, being the UK link with the ICEB Music Committee. Since assuming wider UKAAF responsibilities, he has stood down from both the Music Subject Area and as UK representative with ICEB's work on music.

Roger keeps in close touch with Round Table representatives and is also pleased to have been involved in the UKAAF monthly webinars when he is in conversation with UKAAF members, and people further afield, on a one-to-one basis.

# Tuesday, 17 May 2022

## Session 9 – Plenary

### 9a. Promoting ICT access and capability: International perspectives.

9:10am – 9:40am

**Keynote Presenter:** Dr Frances Gentle, ICEVI President; SPEVI Co-President; Lecturer NextSense Institute / Macquarie University, ICEVI, SPEVI and NextSense Institute.

#### Abstract

The 2022 Round Table Conference addresses the theme of “inclusion and access to information in our changing world”. We have all come to appreciate the transformative power of information and communication technologies (ICT) in enabling inclusion and access to knowledge and information in employment, community and social settings. However, in a 2018 report, the World Health Organisation (WHO) estimated that 200 million people with blindness and low vision worldwide lack access to assistive products, and only 10% of the world’s 466 million people who are deaf or hard of hearing have access to hearing devices. The global community is striving to address such inequalities in technology access through collaborative partnerships between United Nations agencies, national governments, the WHO and international development organisations.

This presentation will introduce the WHO-UNICEF second Global Report on Access to Assistive Technology (GReAT), scheduled for publication in May 2022. The report draws upon consultation with leaders in disability and ICT from 70 countries. This presentation will also introduce the Visionary ICT Learning initiative of ICEVI and the DAISY Consortium, in partnership with international and local partners in African countries. The presentation will highlight the importance of promoting ICT access and capability at the individual level, together with development ICT systems, services and connectivity at national levels.

#### Biography

**Dr Frances Gentle** is President of the International Council for Education of People with Visual Impairment (ICEVI) and Co-President of the South Pacific Educators in Vision Impairment (SPEVI). Frances is a member of the academic and research staff at the NextSense Institute and a lecturer in the Master of Disability Studies program at Macquarie University. Her research interests include rights-based legislation and policies, braille literacy, and early childhood education for children with blindness and low vision.

## Session 10 – Concurrent

### 10a. Tactile information that isn’t reading.

9:45am – 10:15am

**Presenters:** Andrew Backhouse, Marketing, PR and Community Engagement and Richard Barker, General Manager, Braille House.

#### Abstract

Braille House will present a session on the diverse ways that tactual information is being used to communicate information to people that isn't necessarily reading.

We will talk about QR Code Indicators, Maps, Wayfinding, thermoform shapes, cards, 3D Printing and other methods that are being developed to make it easier to navigate the world. Transcribing books is still at the heart of what we do at Braille House but there is much, much more.

We will also look at what the future may feel like as we head towards the 2032 Paralympic Games.

#### Biographies

**Andrew Backhouse** joined Braille House in 2019 and has done a lot of research about braille and its practical usage. He is also studying Audio Description and is a member of the Australian Braille Authority.

Andrew has come from a media and advertising background and knows how to reach new audiences.

**Richard Barker** in addition to having worked in senior executive positions for organisations, he also brings charity experience to his new role as General Manager after experience as a board member of the CHFQ (Children's Hospital Foundation Qld) and Brisbane Powerhouse.

Richard will directly drive and support all aspects of the organisation, developing strategies to support uptake of the organisations services. Richard began his career in 1981 with Australian Posters Outdoor Advertising. In 1986 he then began working in radio for 4BK and he was a member of the team that successfully launched B105FM in February 1990. Advancing through the sales ranks, working in Agency and Direct, becoming Sales Director and then General Manager in 1999. In 2003 Richard was appointed to the position of General Manager, Austereo Brisbane looking after both B105 and 104.5 Triple M.

In July 2016 Richard took up the position of Chief Executive Officer of Queensland Rugby Union, where he was responsible for continuing to grow interest and participation in Rugby at grassroots level and building a platform for the sustained success of the elite teams.

### 10b. Accessing Pictorial Information - new techniques and technologies.

10:15am – 10:45am

**Presenter:** Peter Cracknell, Vision Technology Specialist, Quantum RLV.

#### Abstract

Much information in the public space- and within educational materials- is diagrammatic or pictorial, requiring the intervention of alternative format experts to make information accessible for people who are blind.

This presentation will review new tools available to blind people and the non-specialist classroom teachers who support them at a local level, including work being done by Vision Australia's Digital Access team to use QR Codes to make visual information accessible to people with vision loss.

TMAPS is a Google Maps add-on that generates simplified line drawings with braille labelling, to assist with O&M activities - for example learning a high-school campus layout. Tactile maps can be created using traditional PIAF machines or using the newer Tactplus Windows printers; or purchased on-demand. Audio-labelling of tactile maps and diagrams can also be layered on top, using either OrCam MyEye Touch Reading mode, or using the Penfriend Audio Labeller.

Three new features in JAWS FUSION will help access computer information; MathViewer renders mathematical equations into audio sentences; Picture Describer uses Microsoft AI to describe photographs on webpages; Convenient OCR converts screenshots and image-only PDFs into readable text.

#### Biography

**Peter Cracknell** is Quantum RLV's most experienced Assistive Technology consultant, across all areas including braille, print access, deafblindness, low vision and dyslexia. Starting his career as the Disability Access Officer for English National Opera in 1989, Peter instituted Sennheiser hearing systems throughout the 2000 seat auditorium, alternative format newsletters including audio and braille, and sign-interpreted opera performances. Migrating to Australia in 1996, Peter has been an innovator in print accessibility, collaborating with all the major vision agencies and authorities, and particularly focused on better outcomes in Education, Employment and improvements to quality of life.

## Session 11 – Concurrent

### 11a. See, hear, touch: making books for everyone.

9:45am – 10:15am

**Presenters:** Laura Brady, Chair, Board of Directors, eBound Canada and Riane Lapaire, Braille and Accessibility Testing Coordinator, National Network for Equitable Library Services (NNELS).

#### Abstract

In 2021, Mii maanda ezhi-gkendmaanh / This is How I Know was published simultaneously in print and braille with a commercial first of including tactile graphics in this title aimed at emerging readers. Releasing 5 titles in 2 years simultaneously in print and braille, along with other accessible formats, Riane and Laura will tell you about their collaboration on this unique contribution to the equitable reading landscape and the relationship building behind it.

#### Biographies

**Laura Brady** brings a decade’s experience in digital publishing, and even more in trade publishing across Canada. She is into ebooks, accessibility, dogs, and baseball. Laura is also a board member at the Accessible Books Consortium. In her spare time, she helps plan ebookcraft and follows the Blue Jays.

**Riane Lapaire** is the Braille and Accessibility Testing Coordinator for the National Network for Equitable Library Service. With over a decade working in alternate format materials and accessibility, her current passion is finding ways to increase the timely availability of quality braille and tactile graphics into the hands of readers. In her spare time, Riane enjoys reading, gardening, and playing music.

### 11b. Making Accessible Art Through a Multisensory Experience.

10:15am – 10:45am

**Presenters:** John O'Neill, University of Minnesota Duluth and Deanna Lorianni, Color to Sound.

#### Abstract

Susanne Langer, one of the first female philosophy professors in the United States, stated that "there is one other function of art that benefits not so much the advance of culture is as its stabilization; an influence on individual lives." Regarding art as an expression, she wrote that "the driving force of creation of art: it is the education of vision that we received in seeing, hearing, and reading works of art."

Ms. Langer's thoughts raise questions about how the social model of disability gives insight into providing access to the arts regardless of people's impairments and disabilities. A new art book offers people with low vision and blindness access to the photographic arts and poetry. The methods to design and print the book may answer the questions raised from Ms. Langer's thoughts.

The book contains ten pieces of abstract and street photography. They are printed with ink and tactile technology. Each image is paired with a poem printed in typography and Brille, and they convey the mood and visual concepts of each image. It provides a multisensory experience by utilizing tactile printing, Braille, and audio recording. Through universal design and sensory design, the book does not limit readers to experience its art only through seeing.

Many things have been learned through making the book, with the hopes that it can influence people who are excluded from the visual arts. The goal is to give them access to the arts, foster their creativity, and show why experiencing the arts is vital to everyone.

#### Biographies

**John O’Neill** is a disability advocate and designer who brings awareness to ableism and disability rights. John serves as an Assistant Professor of Graphic Design at the University of Minnesota Duluth, where he teaches graphic design, user experience (UX) design, and accessibility. He has presented nationally and internationally regarding graphic design, user experience, and accessibility. John is also a published author who speaks about web accessibility.

John has a BFA in Graphic Design from Virginia Commonwealth University, School of the Arts and an MFA in graphic design from Rochester Institute of Technology, School of Design**.**

**Deanna Lorianni** is a communication strategist and trainer focusing on plain language. She has a BA in English Literature with concentrations in Creative Writing and Linguistics from Virginia Commonwealth University. Deanna has spoken nationally and internationally on clear communication, plain language, and communication accessibility.

## Session 12 – Concurrent

### 12a. Creating “born accessible” publications: What can editors do to help?

11:00am – 11:30am

**Presenter**: Julie Ganner, Chair, Accessibility Initiative Working Party, Institute of Professional Editors (IPEd).

#### Abstract

Many editors and writers are keen to develop material that is accessible to and inclusive of readers with print disability. However, they need practical guidance. The available information on accessibility best practice tends to focus on the more technical aspects of web and other forms of digital publishing, rather than issues such as language, style, and the diverse needs of readers of different ages.

The Institute of Professional Editors (IPEd) is the professional association for Australian and Aotearoa New Zealand editors. IPEd has established a working party to develop guidelines, standards and training on creating accessible content, in order to equip editors and writers with the knowledge and resources they need.

IPEd is researching solutions that work as well for print, tactile and other formats as they do for digital materials. Our aim is to help publishers address the needs of all readers — irrespective of the format in which they read or the sense they use to do so — and to reduce the workload of alternative format providers.

My presentation will cover:

* where editors fit into the publishing process, and what our work entails
* the role that editors can play in ensuring publications are accessible to readers with print disability
* the work being done by IPEd to research and develop standards, guidelines and affordable training for writers and editors on how to create accessible content
* strategies for collaboration and consultation with readers, disability organisations and alternative format providers, to ensure the guidance IPEd develops is accurate, comprehensive and useful.

#### Biography

**Julie Ganner** AE has over 30 years’ experience in the publishing industry. She chairs IPEd’s Accessibility Initiative Working Party and is IPEd’s representative to the Australian Inclusive Publishing Initiative (AIPI). Julie is co-author of Inclusive Publishing in Australia: An Introductory Guide (AIPI 2019).

### 12b. Long may we read... in any format.

11.30am – 12.00pm

**Presenter:** Graham Murray, Chief Executive and Chief Operating Officer, ReadHowYouWant Pty Ltd.

#### Abstract

Solving the reading needs for a sudden visual impairment, led to the creation of Accessible Publishing Systems. Our unique, automated process from online order entry to reader delivery, is made possible through efficiently converting "text to XML" and automatically generating accessible formats. The process delivers readers, on demand books direct from the printer in their own essential format. Formats include; large print from 14-42pt size, dyslexie (also in large print sizes), Braille, DAISY, eBooks.

APS operates in A/NZ, USA, Canada, UK and Ireland and also through global online providers. We pay publisher and author royalties. With over 20,000 converted titles and ongoing access to major publishers, we deliver the unique needs of all readers in a timely and cost effective solution. We continue to invest in new formats demanded by those who need accessible formats to read.

#### Biography

**Graham Murray** after a 40 year career at the IBM Corporation, sought to use his management, financial and technical experience and skills to help solve and deliver solutions to unique markets for the benefit of all consumers.

Graham joined APS in 2018 and as well as day-to-day involvement at ReadHowYouWant delivering books in accessible formats, he is also a Director of 2 other Company initiatives that are now addressing social and public needs in the area of Foods Security and Embedded Technologies.

### 12c. How do you read?

12.00pm – 12.30pm

Presenter: Dr Agata Mrva-Montoya, Lecturer, The University of Sydney

#### Abstract

This presentation will report on the findings of an exploratory survey aiming to discover the key issues and challenges that readers with print disabilities in Australia and Aotearoa New Zealand encounter when “reading” books in various formats (large print, ebooks, hardcopy braille and ebraille, and audiobooks). The information collected in this study will provide an insight into what formats are used for reading, how they are accessed, what devices or assistive technologies are used, and what challenges the readers encounter with specific formats.

#### Biography

**Dr Agata Mrva-Montoya** is a lecturer and degree director of Master of Publishing in the Department of Media and Communications, University of Sydney. She is a member of Institute of Professional Editors’s Accessibility Initiative Working Party and participant of the Australian Inclusive Publishing Initiative. She led the implementation of accessible publishing practices at Sydney University Press. She has published on the impact of digital technologies and new business models on scholarly communication and the book publishing industry in general.

## Session 13 – Concurrent

### 13a. 3D printing for touch readers: ARC Linkage project update.

11:00am – 11:30am

**Presenters:** Professor Kim Marriott, Department Head of Human Centred Computing, Leona Holloway, Research Assistant and Ruth Nagassa, PhD candidate, Monash University.

#### Abstract

Through a generous Linkage Grant from the Australian Research Council, researchers from Monash University’s Inclusive Technology group have partnered with Round Table, the Department of Education and Training Victoria, the Royal Institute for Deaf and Blind Children, Guide Dogs Victoria and the Royal Society for the Blind to investigate the use of 3D printing for access to graphics by people who are blind or have low vision. Throughout the project, we have worked with our partners and Round Table member organisations to bring 3D printing for touch readers from theory to practice, discovering when and how 3D printing can best be used to support inclusion and access to visual information, particularly in the spheres of education and orientation and mobility.

Now nearing the end of an extended four year project, we will share our most recent work, research findings and published resources. Highlights of the year have included creation and testing of 3D printed street crossings for orientation and mobility; design and evaluation of 3D printed icons for maps; the public release of new 3D models to support tactile literacy; testing a variety of audio labelling techniques for 3D models used on site to support inclusion at art exhibitions; collaboration with colleagues in Australia, New Zealand and around the world through the ANZAGG 3D printing group; and writing additional Round Table guidelines on 3D printing for touch readers.

#### Biographies

**Professor Kim Marriott** is head of the Department of Human Centred Computing at Monash University. He is a Chief Investigator for the ARC Linkage Project on 3D printing for touch readers.

**Leona Holloway** is the research assistant who administers the ARC Linkage Grant through Monash University’s Inclusive Technologies group. With over 20 years’ experience in the production and testing of accessible formats, she is passionate about sharing knowledge with accessibility professionals to support best practice.

**Ruth Nagassa** is a PhD student whose work is closely related to the ARC Linkage Grant. Her work focuses on interaction approaches for 3D printed models, specifically audio labelling and manual manipulation of models involving assembly and moveable parts.

### 13b. Refreshable tactile displays: what, when, why and wow!

12:00pm – 12:30pm

**Presenters**: Leona Holloway, Research Assistant; Swamy Ananthanarayan, Lecturer and Kate Stephens, Project Assistant, Monash University.

#### Abstract

Refreshable tactile displays are a relatively new technology, about to break through to an affordable threshold for the touch reading community. They will offer the ability to access multitudes of tactile graphics on a single device without the need for hard copies. For the first time, touch readers will be able to dynamically interact with tactile graphics and access moving images. A range of competing technologies have come to market or are in the prototype phase. The presentation will begin by exploring a variety of devices using refreshable pin displays, tactile touch screens, electrostatic resistance, and even water jets.

Next, researchers from Monash University’s Inclusive Technologies research group will share their experiences using a Graphiti refreshable pin display by Orbit Research. We will explain what the Graphiti can do, considerations when creating diagrams for use on the Graphiti, and provide a user’s perspective on reading and drawing using the Graphiti.

#### Biographies

**Swamy Ananthanarayan** is a Lecturer in the Inclusive Technologies research group at Monash University. His research focuses on designing and evaluating interactive systems that address the needs of underserved populations. His work often takes the shape of tangible or physical technologies such as intelligent artifacts, ambient displays, computational toolkits or wearable devices.

**Kate Stephens** is a project assistant in the Inclusive Technologies research group at Monash University. She brings her invaluable experience as a lifelong touch reader to the role. She is excited about bringing technology research to real-life use for people with print disabilities.

### 13c. Finding Saliens on Sonoplanet: Learning Sonification as Technology for Inclusion and Access to Information

12:00pm – 12:30pm

**Presenter:** Phia Damsma, Creative Director, Sonokids Australia

#### Abstract

Sonification, the use of non-speech audio to represent information or data, can take many shapes and forms. It can support navigation, orientation, and engagement. Importantly, sonification can provide alternate access to STEM education and scientific research. But how do you learn what sonification is and how it works?

Building on successful user testing, including with delegates from the 2021 SPEVI and Round Table Conferences, Sonokids developed ‘CosmoBally on Sonoplanet’: a new educational app for mobile touch devices. This app aims to:

* Build capacity in young students to develop a fundamental understanding of sonification
* Enable users to explore inter-active sonification for identifying shapes, navigating a grid, locating resident aliens, follow lines, and creating a drawing
* Provide insights into the prerequisites and capabilities of young students in using this technology
* Provide a proof of concept for accessible, innovative, gamified applications of sonification for students who are blind or vision impaired.

In this dynamic presentation Phia will (re)introduce sonification, present the new, innovative app and preliminary user outcomes, and provide a general update on the progress of the Sonification World Chat. Inspired by the hands-on sonification applications in this app, delegates are invited to brainstorm potential future applications of sonification for access to information.

The development of the app was supported by South Pacific Educators in Vision Impairment (SPEVI Inc).

#### Biography

**Phia Damsma**, MA, is Creative Director of Sonokids Australia, developers of ‘Ballyland’ software and apps that support learning of essential digital and technology skills by students who are blind or have low vision. Phia has a track record in presenting at national and international conferences, giving training workshops and writing course materials on accessible teaching of digital skills and emerging technologies. She is Co-President of South Pacific Educators in Vision Impairment (SPEVI Inc.), member of the Sonification World Chat (SWC) and Lead of the SWC Working Group ‘Learn’. She was named Knight in the Order of Orange-Nassau by the King of The Netherlands.

## Session 14 – Concurrent

### 14a. WCAG gets updated (and other standards changes).

1:00pm – 1:30pm

Presenters: Dr Andrew Arch, Principal Consultant, Intopia.

#### Abstract

Information accessibility and usability standards and guidelines.

The W3C will have released the final draft of WCAG 2.2 by May 2022, and is working actively on WCAG 3. They are also updating other supporting documents, including the note about CAPTCHA. Standards Australia is also looking at additional international standards around digital accessibility that could be adopted in Australia. This presentation will talk about the WCAG update, other W3C/WAI initiatives that would be of interest to the Roundtable, and any relevant Australian standards in progress.

#### Biography

**Andrew Arch** is a digital accessibility expert with experience in inclusive website design, development and management since the late 1990's. He managed websites for Government departments from 1994 prior to becoming a consultant in the late 1990s. Andrew regularly presents on aspects of digital accessibility in Australia and internationally. He participates in the W3C Web Accessibility Initiative and other international developments with a special interest in the issues of accessibility for older people with age-related impairments. He currently consults for Intopia, a digital inclusion consultancy and chairs Standards Australia's ICT Accessibility committee.

### 14b. The future of alternative formats.

1:30pm – 2:00pm

Presenter: Sally Aurisch, Chief Executive Officer, Blind Citizens Australia

#### Abstract

From the 1960's, cassette tapes began to revolutionise the way in which information was recorded and shared. Only 60 years later, they are obsolete. With the rapid development of digital technology, CD's are heading in the same direction as email, podcasts, and social media continue to offer innovative, efficient, and cost effective ways to share information. With lower levels of access to and confidence with technology in many parts of the community, how can organisations balance the ways in which they develop and share information? Is there a time and a way to completely 'go digital'? And if so, how do we do it without leaving anyone behind?

#### Biography

**Sally Aurisch** (she/her) is a not-for-profit, community, and disability sector leader with more than 15 years’ experience in policy development, program design and delivery, community engagement, and advocacy.

A vision impaired leader herself, Sally is passionate about access and inclusion, and regularly writes or presents on the topics of disability leadership, accessible education and employment, as well as disability, sex, and gender.

Sally is currently the Chief Executive Officer for [Blind Citizens Australia (bca.org.au)](https://www.bca.org.au/), Board member of the [Public Interest Advocacy Centre (piac.asn.au)](https://piac.asn.au/), and a student and [Peer Assisted Study Session (PASS) Leader at University of New England (blog.une.edu.au/hasse/2021/07/09/pass-student-leader-profile-sally-aurisch)](blog.une.edu.au/hasse/2021/07/09/pass-student-leader-profile-sally-aurisch).

### 14c. iPhone, therefore I am: how smartphones are ringing in a new paradigm of information access.

2:00pm – 2:30pm

**Presenter:** Bruce Maguire, Lead Policy Advisor, Vision Australia

#### Abstract

One of the most significant aspects of the digital revolution has been the rapid increase in the use of smartphones. Today, more and more Australians are using their smartphones to do online shopping, make banking and other financial transactions, check the weather and the stock market, book taxis, order home-delivered food, interact with government services, and a myriad other tasks.

This presentation will discuss the key findings from research conducted by Vision Australia and Curtin University in 2020 to explore smartphone usage by people who are blind or have low vision. While there has been a significant uptake of smartphones across all age groups, and an increase in the range of activities for which smartphones are being used, it is important that smartphones are especially promoted to people in older age groups to ensure that the digital divide is not accentuated.

The presentation will then examine how the COVID-19 pandemic has highlighted the importance of smartphones in delivering real-time personalised information that is often not available through other channels, but which can be critical for health, safety and wellbeing.

The presentation will conclude with some reflections on the implications of the research for sector-wide systemic advocacy to make apps and app-based information more accessible, and the need for greater attention to the development of self-advocacy skills to allow smartphone users who are blind or have low vision to take advantage of the new relationship between smartphone app developers and end-users

#### Biography

**Bruce Maguire** as the Lead Policy Advisor with Vision Australia focuses on the development of the organisation’s public policy positions on issues that affect people who are blind or have low vision. He is also involved with developing responses to government consultations and reviews, and works with government, industry and the broader disability sector on topics such as access to information, access to the built environment, and access to new and emerging technologies. In 2018 Bruce led Vision Australia's research into the barriers that university students who are blind or have low vision experience when using online learning systems.

## Session 15 – Concurrent

### 15a. Ozzie Dots: teaching contracted braille.

1:00pm – 1:30pm

Presenter: Debra Lewis, Transcription Manager, Statewide Vision Resource Centre, DET Victoria.

#### Abstract

Conceived in 2008, Ozzie Dots is a sequential method of introducing contracted braille to beginning braille readers. With continued input from Dr Gillian Gale AM, staff of the Statewide Vision Resource Centre have now written and illustrated 570 books that introduce the first 50 contractions. Responding to feedback from Visiting/Itinerant Teachers, we now have stories for older students, a wider range of topics and much more choice for beginning braille readers and their teachers.

Along with supporting the teaching of contracted braille, Ozzie Dots is fully illustrated encouraging students to hone their tactual graphicacy skills. Books can be edited for a tailored reading experience and students can keep their copy of the books, building up a library of books to reread.

#### Biography

**Deb Lewis** - The field of vision impairment education became her life work after she found herself there quite by accident. A lover of and advocate for braille, much of her spare time during the past 15 years has been devoted to writing, illustrating, proofing and re-writing stories for the Ozzie Dots collection.

### 15b. Connecting Community with Braille

2:30pm – 3:00pm

**Presenters:** Paula Waby, Adaptive Communications Adaptive Technology Trainer, Blind Low Vision NZ and Karley Parker.

#### Abstract

As we move towards learning through technology, braille has not been left behind. Teaching and learning braille during a pandemic enable a student and trainer to integrate new and innovative ways of the delivery of service for teaching braille and how to get the most out of collaborative learning.

Braille lessons via Zoom were straightforward for some learners; providing the hardcopy material was available. However, braille lessons went beyond the books - the student and trainer were passionate about integrating braille into everyday life, such as through study materials, around the workspace, creating games with braille and throughout community. The art of braille has no limits!

With new planned funding options in New Zealand announced for disability support, learning braille and the provision in public places may become available for more blind, deafblind and low vision people focusing on:

* Teaching and learning braille through online platforms such as Zoom. Taking this learning and applying it to everyday life.
* Including community in awareness by creating an online platform for community engagement – where braille is located throughout Dunedin.
* Creating person centred resources
* Creating braille games such as memory to learn in a way that suits the individual.
* Creating study resources for tertiary learners, for example, the Māori health model Te Whare Tapa Wha which focuses on the whole person and their wellbeing

This paper will go into detail about how these initiatives were developed and further plans for expanding braille in the wider community. Braille should be transformed from a code to enable people to read to become as equally important to blind people as New Zealand Sign Language is to Deaf people.

#### Biography

**Paula Waby** is a passionate braille user. She has worked in the area of braille and adaptive technology since 2000, both for Blind Low Vision NZ and six years as a private trainer. Paula returned to work for BLVNZ in June 2019 but has just taken up a new position working in the community supporting disabled people and their families.

**Karley Parker** works in the social services sector. Passionate in accessibility and human rights. Working alongside people to Passionate in accessibility and human rights. Working alongside people to thrive, not just survive. Adapting braille in to interactive, and accessible formats so that people can engage, enjoy and promote Braille.

### 15c. The ever changing face of braille.

2:00pm – 2:30pm

**Presenter:** Kathy Riessen, Code Maintenance Officer for ICEB, ICEB Executive.

#### Abstract

Unified English Braille (UEB) was adopted in Australia in 2005. The Rulebook as we know it was completed by Christine Simpson in 2013. This presentation will outline the work of the ICEB Code Maintenance Committee (CMC) in its commitment to ensure that UEB will continue to meet the needs of braille readers as language and technology changes.

Outlined will be:

* Who makes up the CMC
* How decisions are made
* What changes have been made since completion of the Rulebook in 2013 and where to find them
* The ongoing work of the committee
* How you can be involved via the Australian Braille Authority (ABA) or Braille Authority of New Zealand Aotearoa Trust (BANZAT)

#### Biography

**Kathy Riessen** has recently retired as a transcriber of over 30 years with SA School for Vision Impaired. In that time she has been active with ABA, and is currently on the Executive. She has co-edited a number of ABA documents: The UEB Australian Training Manual, ABA Rules and Guidelines for Formatting Braille, ABA Foreign Languages guidelines and the Round Table Duxbury Braille Translator Producer's Manual. Kathy is the current Code Maintenance Officer for the International Council on English Braille and so chairs the Code Maintenance Committee and is a voting member for the Technical Codes Committee.

## Session 16 – Concurrent

### 16a. Navigating the future of wayfinding: filling the gaps with technology.

2:45pm – 3:15pm

**Presenter:** Dr Anna Wright, CEO, BindiMaps.

#### Abstract

Finding your way around in the world can be a challenge for someone with a vision impairment or other disabilities where traditional signage and wayfinding aren’t accessible.

Braille signage, tactile ground surface indicators, accessible bathrooms, signage help desks, talking timetables, and information kiosks are examples of wayfinding that are only useful if people know where to look for them and understand them before they can serve their purpose.

So how can technology overcome this challenge?

Developments in digital wayfinding using smartphones and beacons to map indoor spaces are revolutionising how people with print disabilities and vision impairment access essential information quickly and intuitively when they need it.

BindiMaps is a mobile wayfinding app optimised for people with vision and print impairments through our audio navigation that is driven by our Navigation Language Framework

Developing easy to understand audio wayfinding replaces the need to search for visual signage, carry paper maps, and search for a kiosk or information desk. Users can adjust how the information is presented, and our extensive testing has optimised the best information pacing that guides the user without overloading them with directions.

What are the opportunities that technology and mobile apps have for people with a vision and print disability that can not only make the world a more accessible place to navigate but provide a richer experience - allowing them to gain a greater understanding of their surroundings.

#### Biography

**Anna Wright** is the CEO and Co-Founder of BindiMaps, and she has more than 25 years in the finance industry, working as a management consultant to firms from both early stage through to IPO and trade sales. She holds a PhD in finance and has lectured and researched in the valuations field. She also has a personal interest in assisting people with vision loss.

### 16b. Tactile playgrounds: improving tactility, mobility and inclusion for blind and low vision audiences in urban playground environments.

3:15pm – 3:45pm

**Presenter:** Dr Dagmar Reinhardt, Associate Professor, Architecture, Design and Planning, The University of Sydney

#### Abstract

Play is an essential part of childhood. It assists children in developing physical skills such as strength, coordination and balance as well as cognitive and emotional skills (Ginsburg, 2017). Play environments can encourage children to be problem solvers, social, imaginative, creative and collaborative. Play is worldmaking. Encouraging play is a positive method in increasing physical activity. Importantly, blind and low vis children need movement; children with vision impairments were observed to have developmental delays in gross motor, manipulative, self-stimulation and social/play behaviours due to a lack of opportunity for gross motor interactions with the environment (Schneekloth, 1989).

We will discuss our research into tactile playgrounds for inclusive access, conducted as in a partnership between The University of Sydney, Nextsense, Macquarie University and Monash University. We provide an overview of the research project anchored in an initial audit of an existing playground for blind and low vision children. From this case study, the research draws challenges, and outlines possibilities for a best practice for analysing and evaluating existing playgrounds and designing new strategies for blind and low vision audiences. The research also discusses strategies for collaborative design that we (will) use to work together right from the start with the BLV community. We discuss the preliminary findings and conclude with an outlook to future research.

#### Biography

**Dr Dagmar Reinhardt** is a researcher and educator at the School of Architecture, Design and Planning, The University of Sydney. Reinhardt’s research focuses on the intersection of architecture, body, space and the senses, by integration of advanced data retrieval and fabrication methods, including photogrammetry and robotics. A practising architect, her built works, competitions and installations are research-based, widely published and have received numerous recognitions and awards for multi-generational residential works ([Reinhardt Jung: www.reinhardtjung.de](https://www.reinhardtjung.de/)).

## Session 17 – Concurrent

### 17a. Online accessibility for people with deafblindness: learnings from an accessibility audit.

2:45pm – 3:15pm

**Presenters:** Melanie Robartson and Meredith Prain, Senses WA; Phoebe Wells, Able Australia

#### Abstract

While we struggle to get publishers and instructors to create accessible material and embrace the accessibility standards, students with disabilities continue to face the barriers of inaccessibility and unsuitable formats. Over the last 15 months, we have all faced the challenges connected to the COVID 19 pandemic; particularly with all educational activities going online, the need for easy-to-use, online resources have been overwhelming. In this session, Sensus will present its approach to remediation and accessibility. Furthermore, Sensus will discuss how online conversion and remediation technologies such as the SensusAccess alternate media and conversion service and the SensusComply remediation portal can contribute towards inclusive learning environments and how the same technologies can be used to support agency, self-sufficiency and independence later on in life.

#### Biographies

**Melanie Robertson** has been a Speech Pathologist for over 20 years. Most of this time has been in the disability sector in Western Australia. It includes work in direct client services programmes, consultancy, training and project work. She joined SensesWA in 2008 and began working in deafblind services.

Her particular interest is in supporting those with unusual or complex communication needs. Working on the deafblind project website has fed her thirst for knowledge of accessibility standards and possibilities. It inspired her quest for constant improvement of the print and digital resources she produces.

**Dr Meredith Prain** has worked with people with deafblindness for over 25 years as a speech pathologist, project manager and researcher. She currently holds positions as National Head of Research and Centre of Excellence – Deafblind with Able Australia, and Project Manger – Deafblind Information Australia, with SensesWA. Meredith is a board member of Deafblind Australia and Deafblind International. Her special interests are staff development, communication access, and high quality interactions. Meredith works together with people with deafblindness and their support networks to improve systems and services for people with deafblindness of all ages.

**Phoebe Wells** is a recent graduate from La Trobe University and is relatively new to the disability field. Her studies in Rehabilitation Counselling have led her to her current positions as Behaviour Support Practitioner and Deafblind Consultant with Able Australia, and Project Officer for Deafblind Information Australia. Having worked in deafblind services for less than 12 months, Phoebe approaches all parts of her roles with great attention to detail as she learns from her team members who have almost 50 years’ experience between them. Phoebe works with people to maximise their quality of life and independence through skill-building.

### 17b. Independence, compliance and beyond: practical solutions for creating accessible media.

3:15pm – 3:45pm

**Presenters:** Lars Christensen, Advisor and Tanja Stevns, Special Education Teacher, Vision, Sensus App

#### Abstract

While we struggle to get publishers and instructors to create accessible material and embrace the accessibility standards, students with disabilities continue to face the barriers of inaccessibility and unsuitable formats. Over the last 15 months, we have all faced the challenges connected to the COVID 19 pandemic; particularly with all educational activities going online, the need for easy-to-use, online resources have been overwhelming. In this session, Sensus will present its approach to remediation and accessibility. Furthermore, Sensus will discuss how online conversion and remediation technologies such as the SensusAccess alternate media and conversion service and the SensusComply remediation portal can contribute towards inclusive learning environments and how the same technologies can be used to support agency, self-sufficiency and independence later on in life.

#### Biographies

**Lars Ballieu Christensen** works with technology and design for people with special needs. He advises government, organizations, academic institutions and companies on accessibility and inclusive design. Furthermore, he is the inventor of a range of innovative technologies that support inclusion and self-sufficiency amongst people with special needs, including the award-winning RoboBraille service. Lars holds master degrees in computer science and journalism, as well as a Ph.D. degree in computer science, all from the University of Roskilde, Denmark.

**Tanja Stevns** works with education and technology to support inclusion of people with disabilities. With more than 20 years experience working at the Danish National Center for Blind and Partially Sighted Children and Youth, Tanja is a special education teacher and speech therapist, specializing in visual impairment and general learning disorders.

## Session 18 – Plenary

### 18. Born accessible ebooks – are we there yet?

3:50pm – 4:20pm

**Feature Presenter:** Richard Orme, CEO, DAISY Consortium

#### Abstract

Join us on a journey to Canada, Europe, Latin America, and the USA on this extended tour to learn about progress toward the destination of inclusive publishing. What steps are being taken by publishers, platforms and policymakers to ensure that digital books are accessible to people with print disabilities? And what does the map look like for libraries and consumer organizations? Bring your own refreshments, opinions, and questions.

#### Biography

**Richard Orme** is Chief Executive of the DAISY Consortium, the global organisation whose mission is to develop standards and solutions for accessible publishing and reading. He is a founding member of the UK Publishers Association Accessibility Action Group, serves on the board of the Accessible Books Consortium (an initiative of the UN agency WIPO) and the UK Association of Accessible Formats. Richard also volunteers in his community providing support for older people with disabilities.

# Wednesday, 18 May 2022

## Workshop 1 - Sonification to access information.

9:30am – 11:00am

**Facilitator:** Phia Damsma, Sonokids Australia/Sonification World Chat.

### Abstract

This workshop aims to explore and highlight the opportunities of Sonification for adoption as an additional or alternative format for access to information. Following a short introduction on this emerging technology, participants will hear about current applications of sonification in such varied areas as: journalism and publishing, sports, STEM education, stock market information, a planetary show, arts and music. Seven expert presenters will share their Sonification expertise and projects in a series of short talks (with recorded segments). Then, participants will have the opportunity to engage in discussions with these presenters during the live Q&A.

Wearing headphones is recommended but not essential.

### Biography

**Phia Damsma**, MA, is member of the Sonification World Chat (SWC) and Lead of the SWC Working Group ‘Learn’. This is an international multi-disciplinary group of researchers, scientists, sound engineers, software developers, musicians, and educators who aim to expand the mainstream use of sonification for increased access to information by people who are blind or have low vision. Phia is co-author of publications on scientific use of sonification, and with Sonokids Australia has developed the early learning sonification app ‘Sonoplanet’, which can set a benchmark for the ability of children to use this exciting and promising technology. She is Co-President of South Pacific Educators in Vision Impairment.

### Short Introduction

9:30am – 9:45am

What is sonification; In what fields and what ways is this emerging technology currently being applied; What may its future hold?

### Feature talks

9:45am – 10:25 am

Series of short presentations, with recorded and live segments by a number of expert presenters (order may change without prior notice):

#### Action Audio: Making sports broadcasts more accessible to people living with blindness or low vision.

**Presenter:** Dr Chatai Goncu.

##### Biography

**Cagatay (Chatai) Goncu** is a Data Engineer at Tennis Australia Game Insight Group and an adjunct research fellow at Monash University. His interests are in human computer interaction, sport analytics and machine learning. He received his PhD in computer science from Monash University in 2012, followed by a post-doctoral DECRA fellowship in the Inclusive Technologies group at the Department of Human Centred Computing.

Contact: [chatai.goncu@tennis.com.au](mailto:chatai.goncu@tennis.com.au)

Website: [Action Audio: action-audio.com](https://action-audio.com/)

#### The Making of 'Audio Universe Tour of the Solar System' (an accessible planetarium show).

Presenter: Chris Harrison.

##### Biography

Dr Chris Harrison is an astronomer based at Newcastle University in the United Kingdom. He is the director of 'Audio Universe' which is a project exploring how to use sonification for astronomy research and education. The goals are to use sound to enhance scientific discovery and to make astronomy more accessible.

Contact: [christopher.harrison@newcastle.ac.uk](mailto:christopher.harrison@newcastle.ac.uk)

Website: [Audio Universe: www.audiouniverse.org](http://www.audiouniverse.org/)

#### ‘Create with Light – Student Art with Data Sonification

**Presenter:** Jennifer Kotler.

##### Biography

Jenn Kotler is the user experience designer at the Mikulski Archive for Space Telescopes in the USA. She is working to make space telescope data more accessible so people can do amazing science.

Contact: [jkotler@stsci.edu](mailto:jkotler@stsci.edu)

Website: [Jenn's Website: jennk.com](https://jennk.com/)

#### Listening to Images With PixelSynth

**Presenter:** Matt Russo

##### Biography

Matt Russo is an astrophysicist, musician, and sonification specialist. He frequently produces data sonifications for NASA with his project SYSTEM Sounds.

Contact: [matt@astromattrusso.com](mailto:matt@astromattrusso.com)

Website: [Astronomy Sonification | Dr. Matt Russo: astromattrusso.com](https://www.astromattrusso.com/)

#### Never too early to learn sonification

**Presenter:** Phia Damsma

##### Biography

Phia Damsma is Creative Director of Sonokids Australia, which recently launched an app for Early Learning of sonification. She is member of the Sonification World Chat (SWC) and Lead of the SWC Working Group ‘Learn’.

Contact: [phia@sonokids.com](mailto:phia@sonokids.com)

Website: [Sonoplanet: sonoplanet.com](https://www.sonoplanet.com/)

#### Sonification to interpret graph shape using the Desmos graphing calculator.

**Presenter:** Charlie Roberts

##### Biography

**Charlie Roberts**, Victorian Visiting Teacher Service, Secondary Mathematics Teacher, promoting accessible mathematics through EduVis and administrator of 'Educators supporting students with V.I. in Maths' Facebook group.

Contact: [charlie@eduvis.com.au](mailto:charlie@eduvis.com.au)

#### Sonification on the Apple iPhone.

**Presenter:** Bill Jolley

##### Biography

**Bill Jolley** is a mathematician whose interests include new horizons for assistive technology and emerging applications of artificial intelligence. He is Deputy Chair of Vision Australia and a member of the Aged Care Council of Elders which provides community-based advice to the Commonwealth Minister for Health and Aged Care. For eight years he was treasurer of the International Council on English Braille and in 2014 he received the Tammy Axelsen Lifetime Achievement award.

Contact: [wjolley@bigpond.com](mailto:wjolley@bigpond.com)

## Workshop 2 - Demystifying accessibility for publishers.

11:30am – 1:00pm

Facilitator: Agata Mrva-Montoya.

Presenters: Sonali Marathe, Michael Corrigan and Jeremy Kwok.

### Abstract

This workshop aims to demystify accessibility for publishers, and show how publishers can get involved in producing accessible content. It will include a demo of assistive technologies, a short presentation about the process of converting books to accessible formats, and a discussion of what are the best formats for conversion and why, and what publishers can do to create "born-accessible" content. The session will finish with a QA forum for publishers to ask any questions about accessibility.

At the workshop, you will gain an understanding of:

* The types of print disabilities, accessible formats and assistive technologies
* The process of conversion of publications into accessible formats
* The steps that publishers can take to improve the accessibility of their publications.

### Biographies

**Dr Agata Mrva-Montoya** is a lecturer and degree director of Master of Publishing in the Department of Media and Communications, University of Sydney. She is a member of Institute of Professional Editors’s Accessibility Initiative Working Party and participant of the Australian Inclusive Publishing Initiative. She led the implementation of accessible publishing practices at Sydney University Press. She has published on the impact of digital technologies and new business models on scholarly communication and the book publishing industry in general.

**Sonali Marathe** manages the Accessibility and Inclusion team at NextSense, which is responsible for producing accessible formats for people with a print disability. Sonali is also the President of the Round Table on Information Access for People with Print Disabilities, a member-led organisation that facilitates and influences the production and use of quality alternative formats. Sonali is passionate about equal access to information and has vast experience in alternative format production.

**Mike Corrigan** is a member of the NextSense Connected Services team. He provides training and support to clients and staff, conducts research into effective ways to use the technology necessary for people with vision impairment to achieve their goals, and presents in degree and professional development programs relating to Access Technology. Mike has been blind since birth and uses technology to help with daily living activities, at work and in his postgraduate studies.

**Jeremy Kwok** works as a Tax Consultant under the Tax Policy & Advocacy team at the Tax Institute. Jeremy assists with preparing submissions to government bodies on tax law and tax policy issues and creates technical content to support members. Jeremy studied a combined Bachelor of Commerce and Laws and has completed Graduate Diplomas in Legal Practice and Chartered Accounting. Jeremy was born with a genetic condition that has caused his vision to deteriorate since birth. He is blind in his left eye and has minimal vision in his right eye. Jeremy uses a screen reader and magnifier to interact with digital content.

## Concurrent Workshop 3 - Writing support with Microsoft tools.

1:30pm – 2:30pm

Facilitator: Troy Waller, Accessibility Lead, Microsoft Australia.

### Abstract

In this workshop, you will learn how to use Microsoft tools to personalise writing instruction and motivate your students to achieve their fullest potential. You will see how to various tools including Dictate, Immersive Reader, Editor and Word Prediction, allow students to consume text with their visual preferences, as well as hear their writing read aloud. Writers can create revisions and edits with their own voice, and then hear it read back to them throughout the entire process.

### Biography

**Troy Waller**, M.Jour., M.Ed., is a Learning Delivery Specialist & Accessibility Lead for Microsoft Education Australia. He works directly with teachers and school leaders to better reach learning outcomes and transform classroom time through technology. He helps schools plan and implement long to medium-term professional development strategies around the use of educational technologies. He leads both virtual and face-to-face sessions inspiring teachers towards the digital transformation of education. Troy is passionate about how technology can be used to make classrooms more equitable and inclusive and worked with numerous schools around the country to achieve this. He taught in Asia for over a decade, working for both government and International Schools before returning to Australia in 2012. His knowledge extends from the Australian Curriculum to the International Baccalaureate.

## Concurrent Workshop 4 - ANZAGG workshop: technologies for creating accessible graphics

2:00pm – 3:30pm

**Facilitator:** Leona Holloway, Monash University.

### Abstract

Hosted by the Australia and New Zealand Accessible Graphics Group, this workshop will explore new and lesser-known methods for creating accessible graphics, all the way from glue guns to milling machines.

An array of invited speakers from around the world will each share an innovative method that they have used or developed for creating tactile graphics and 3D models. Ample time will be allowed for asking questions, sharing your own experiences, and perhaps even trying out some techniques yourself at home. The workshop will be suitable for anyone wanting to create accessible graphics, regardless of your experience and access to equipment.

### Biography

**Leona Holloway** leads the Australia and New Zealand Accessible Graphics Group (ANZAGG), a subcommittee of the Round Table dedicated to sharing knowledge about accessible graphics for people who are blind or have low vision. The group operates through an active discussion group on Facebook and shares resources and guidelines through the ANZAGG page on the Round Table Website.

Leona has been producing and researching accessible graphics for over two decades through various roles in transcription and research. She is currently administering a project investigating the use of 3D printing for touch readers.