The Peale Center

Online Inclusion/Accessibility

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Hello, everybody. This is Nancy Proctor. I'm the director of The Peale. Delighted to have you with us today, we are recording this session.

Hello, everybody, my name is Nancy Proctor, I'm the director of The Peale, we're delighted to have you with us here today for a webinar on online inclusion. This session is being recorded and the recording along with a full transcript will be posted on The Peale's website after the event. The event's going to last about one hour. We'll have the first 40 minutes for the presentations with 20 minutes for questions.

You can write your questions in the chat box on the right of the screen at any time. And you should be seeing also captions, live CART transcription of this session by Sally from CaptionAccess on that same screen. Please do be in touch directly with us, if you have any accessibility needs or suggestions, our email address is access@thepealecenter.org or you can also reach us on social media, we are @ThePeale on Twitter and Facebook, The Peale Baltimore on Instagram.

I'd like to begin this event by acknowledging with humility that the lands where The Peale and the whole city of Baltimore are situated today are the traditional ancestral
and unseated lands of the Piscataway, and other indigenous peoples, the vast coastal area today known as Baltimore City, Maryland, sustained indigenous peoples until the arrival of Europeans beginning in the 1600s. Over the next 400 years many of these communities were decimated, absorbed by larger communities or tribes and forced by the U.S. government to move west with larger tribes, since then other tribal peoples have moved here in diaspora. In 2012, two tribes of the Piscataway became the first tribes recognized by the state of Maryland. In 2017, the state also recognized the Accohannock Indian tribe, we acknowledge The Peale stands on stolen lands, and I would like to acknowledge this history and thanks was adapted Friday an original text of the Lumbee tribe.

I'd now like to introduce the leaders of our webinar, starting with Robin Marquis, who is a battle-based accessibility in the arts consultant. She is accessibility coordinator at The Peale and also community outreach coordinator for Access Smithsonian, among many other hats.

Cheryl Fogle-Hatch will be presenting today. She's an archeologist and specializes in researching and developing multisensory experiences in galleries, museums, and other cultural organizations.

And finally, we will also hear from Alice Krueger, known as Gentle Heron in second life, president of Virtual Ability, Inc., the international cross-disability peer support
community that enables access for people of all abilities to virtual worlds.

And I'd like to go back, because I think I made a terrible mistake earlier introducing Robin, who does prefer the pronouns they, their, them. So apologies again, Robin.

And with that I will hand over to you.

>> Robin Marquis: Thank you, Nancy, and thank you all for being here. We're so excited to be doing this webinar today. The Peale has shown commitment to accessibility for people with disabilities for the last few years, and this is really the next stage of that for us as we move programs online, The Peale has been really working hard to find ways that we can make our webinars our programming online accessible. We know that the disability community is our community, we believe in inclusive storytelling, and this is really part of that commitment and we also know this is a learning curve for us and for all the folks right now who are trying to learn how to make their programs more accessible.

So this is something we a lot of what we're doing today we're going to pull back the curtain and show you what The Peale is doing to be more accessible. And we hope that you all join us in that effort. So with that, I am going to share my screen. And let's see. Alice is going to start us off, so I want to make sure that we are in full screen and slide show. Alice, can you see that okay?

>> Alice Krueger: This is Alice, and yes, I can.
Robin Marquis: Wonderful, thank you.

Alice Krueger: I'll start off by saying that everything that all of our presenters today are talking with you about is something that we can do an entire session on for each slide. So I want to acknowledge we're going to be going fairly rapidly. This part that I'm talking about is how accessibility is all about communication. So if we could go to the next slide, what this shows is that there are different types of disabilities that affect communication. The first type is hearing and speech disabilities. The second type is vision disabilities. The third type is comprehension disabilities, and the fourth type is mobility disabilities.

And we will talk about all of those. So the next slide talks about when you're addressing accessibility there are many options, and the biggest, important thing to remember as a presenter, a storyteller, is that you may be unaware of your audience's accessibility needs, and as an audience member you may be unaware of the storyteller's accessibility needs. So there are really two ways to think about accessibility as communication: One is to say, well, fix it yourself. If you have an accessibility need, you probably own some assistive technology solutions and you should be using those. That's one solution. Another solution of course is to provide options that are going to enhance the accessibility for everyone involved. And as a storyteller,
you get to choose how you're going to address this. So the next slide talks about the two options for people with hearing and speech disabilities. The assistive technology that is used for people with hearing and speech disabilities includes voice to text and text to voice technologies. These are translation technologies that are available inside almost everyone's computer nowadays. There's also closed-captioning, such as the CART that we're seeing from Sally today. Programmatically, you as the person providing the program can do voice and text simultaneously. This is very helpful if you're capable of doing that. And you also will probably want to provide alternatives to sound notifications. The next slide, please. Shows the two options for people with vision disabilities. The assistive technology that are used by people who are blind or who are low vision includes screen reader software, it includes screen magnifiers, and there are text-only virtual world viewers that are available as well if you're presenting inside a virtual world. The programmatic option that is used for people with vision disabilities includes making sure that all text is ASCII. If you put up an image that is including -- inclusion of text, the text in that image is not available to the technologies that people use. You should provide descriptions of the visual environment if possible. Of course, if our providing people with text being with low vision be being aware of text size, people with low vision
issues need to have particular colors that provide the appropriate contrast. And you can provide alternatives to visual notifications. In terms of comprehension -- thank you for the next slide -- the text readers are used also by people who have comprehension issues. Some people can understand spoken words more easily than they can understand text. And text is easier not just for Deaf people, which is what we normally think of when we're providing text as a comprehension option, but it's also important for people whose first language is not English. Many people who speak another language as their first language, including ASL, find text a lot easier to do than perhaps lipreading when they're looking at people's faces on these different platforms.

It's also if people are using a translation tool like Google Translate, text is a lot easier. And it also works best for people who get distracted, because most text can be rolled back so you can go back in time and look at things that are going on whereas you can't really do that with the spoken word. So the next slide is about mobility difficulties that people may have. They may need to use alternative typing, I use an alternative keyboard. People find many different ways to do alternative typing. We have in our community people who type with their toes rather than their hands. We have people who type with one hand or one finger. We have people whose alphabet streams across the screen and they hit a switch to select the letters that they're typing from. We
have people who type with their eyes. They see the keyboard on their screen and they focus on the different letters that they want and a laser, which is looking at their eye position, types the -- causes that letter to be typed. It's amazing the kinds of assistive technology that are available for people with mobility issues.

And also if you're presenting at a venue, people may be using alternative transportation to get to the venue, and they may be using alternative transportation like lockers or wheelchairs when they're in the venue, and sometimes people don't have this transportation. So in terms of programmatic options for people with mobility issues, what we want to have happen is to ensure physical accessibility of the event and in fact sometimes virtual events such as the one you're attending now are easier to attend for people with mobility issues.

So the next slide shows that when you're addressing accessibility, you may never know of all the accessibility needs. So you can expect people to use what they have. We are all of us in the disability community are used to using our own tools. But it also pays to provide some of these programmatic options to enhance people's experiences with the content, so we really need to do both. And my last slide is my access. You can email me at akrueger@virtualability.org. If you have further questions. Over to you, Robin.
>> Robin Marquis: Thank you, Robin. Thank you. And just another note, this PowerPoint will be available on our website. We will also be making available a text document of the same information, PowerPoint is not always accessible for people. So the links, the tips, is and everything like that will be accessible for you to use in the future, so if you're taking notes furiously, don't worry, you can use this.

So my slide says The Peale Center: Online inclusion. And there is an image, the front entrance to The Peale Center, it's a red brick building with four white panes windows on either side of a large entrance with four white columns. There are two banners in small images of Peale programming, advertising hanging at the entrance. Four settlement steps lead up to the door. A person with dark skin and a blue and black checkered shirt walks past in front of the building.

So the things I'm going to be talking about are related of course to what Alice brought up and dive a little bit deeper into the nuts and bolts of what to think about when doing a virtual event and also sharing with you what we've been doing at The Peale. So the six areas which are similar, again, to what Alice mentioned, would be communication and outreach, the platform or platforms you're using, sight access, sound access, and then intellectual/cognitive and/or developmental access. So for communication and outreach, a lot of the access things to think about are similar to what you would do if you're doing a program in person. Are you
reaching out to disability communities, listservs and organizations? Do you know people in disability communities that you can directly be in touch with? Word of mouth is as I'm sure many of you know a great and you know with of the best ways to get people to come to communities. So building relationships with disability communities is really important and making sure they know you are offering accessible programming. Wanting to learn how to do better. Providing in depth information ahead of time. That's something that we're working on, offering PowerPoints ahead of time so people can know what they're kind of getting into. Offering information about accessibility ahead of time. Having contact information for a person that's on staff, if someone doesn't see an access that they need available for a program so they can check in with people. Offering instructions ahead of time on how to use platforms. So many people are moving on to Zoom and other online platforms right now, and there's slowly an assumption that someone's already been on a Zoom call so we don't need to teach people how to use it. So really remembering it's so crucial to always have instructions for how to use platforms. And making it easy for people to give feedback. We have an email access at the PealeCenter.org. We always love feedback from folks. For what The Peale Center has been doing, we have been working on updating our websites and putting information about accessibility all over our website. So it's hard to miss.
It's on the main page, we have information on the current and upcoming programs page, every event that we're listing is going to have this information. We also have it under a visit tab and a what's on tab. So it's really everywhere. That's often what we suggest, because if someone's looking for this information, they want to be able to find it right away so that they feel really welcome.

The platforms, there's no platform that's perfect yet. Accessibility is, fortunately, not just a here's the answer. So having different access points is really important. If people have specific questions about platforms you can write them in the chat box, I'm not going to go into a lot of detail right now with that, but always making sure that there is the non-internet-based option of phone line, I'm sure many of you are thinking and hearing a lot right now about what's happening with schools where schools have moved to online, and so many people don't have access to the internet. So we really want to make sure there is a phone line option.

What The Peale Center is doing is a little bit complicated, we've been looking into a lot of different ways to do our programming and like I said at the beginning, we are in the learning phases as well. So currently what we are doing is the people who are presenting are in Microsoft Teams, we have a paid account with Microsoft Teams, we are streaming that onto Facebook and YouTube, and YouTube has our captions added there, because you can't add your own captions into
Microsoft Teams. And then that is embedded on our website using a web service Many Cam. So as I was saying, different access points are great, we have a bunch of them. We're learning what works best. And we always have a phone number.

Foresight access, the -- Cheryl is going to talk a little bit more about this and give us a great tutorial about using a screen reader and many of these things Alice mentioned, I will also say keeping in mind what you're putting in a chat window oftentimes in online programming people are adding more thoughts back and forth and resources in the chat box. It's a great resource. But making sure that information is being communicated in multiple ways for people.

We -- for our website, it's screen reader friendly, mostly. It's not perfect. We're also working on that too. You will see an example of that later. We are trying to provide visual descriptions for all our programs. Both with our -- the folks who are giving the presentations as I gave a visual description of that image earlier, for people who are doing programs with us who are not comfortable doing visual descriptions themselves, we are going to be working with having a person give those in the programming live, similarly to how an ASL interpreter would give ASL interpretation live. And like I said, we're making the resources available afterwards.

Captioning. Alice mentioned that. There are two types of captions, auto-captions, which are computer generated, a
few different web services have those, there's pros and cons with that. They're never fully accurate, which cannot provide full access to people, but they are often free. And then CART, communication access realtime translation, and more formally known as CART, gives the -- has a live person, which we are using right now, just typing exactly what is being said. So that is the most accessible option to use.

And then of course there's American Sign Language interpretation. Those things are not interchangeable. Different people use one or the other or both. It's, again, a thing that's important to learn from your community, what they prefer. Closed-captioning is a universally accessible thing for people as Alice was mentioning all the benefits to it, and American Sign Language is the -- often the language that Deaf folks use primarily. So closed-captioning is not completely the -- you know, by itself is not complete access. And it's important to speak slowly, that's one thing I am working on a lot. Alice is very good at that. Both for the CART provider, for people to -- who are taking in the information, if there's an interpreter, all of these things.

And to identify yourself when speaking also something I am working on too.

The Peale Center is providing CART for all of our programs, this is the first time we're doing that and moving forward we're going to be doing that. So that's the commitment we've made. And we will also provide ASL
interpretation if it's requested ahead of time. And then intellectual, cognitive, and developmental access. This covers a lot of different disabilities, thing that Alice mentioned as well. People with dementia, ADHD, autism, traumatic brain injury, I mean, it really is many, many different things. So a few access points that are important to keep in mind are thinking about multisensory information, keeping language simple. Making sure to avoid flashing lights and strobes. Explaining the format of the program at the beginning. You'll notice looking back, Nancy told us about what was going to be happening, when you could ask questions, how long it was going to be happening. And then reinforce what is being said with written text. When I first learned how to do PowerPoints I remember everyone saying too much text, don't put too much text. And for an access point that's where there's a lot of text on here, it's really helpful for people like Alice mentioned to be able to read the text and then to go back again as a resource. And as far as The Peale Center, I think this is one of our biggest growth areas we're really learning about how to make our programs more accessible on these levels.

So these are some resources. There's so many resources out there. These are four that I pulled I think that are really great ones to start with. After this webinar if you're like, yes, I want to learn more about this, I want to really try and learn how to do this, I would say go to the
Rooted Rights: How to make your virtual meetings and events accessible to the disability community. They have a really great how-to guide with lots of links. The National Endowment for the Arts created a resource for online virtual accessibility. That's actually how we found our live captioners now, and how I found the Rooted Rights link. So they also have lots of great resources. And then for storyteller specifically, the Cooper Hewitt guidelines for image description are a great thing to go to to learn more about how to give image descriptions and storytellers are great at doing that, because you're painting pictures with your words all the time. So I'm sure you would all get a kick out of that. And then the last one I wanted to mention was the national center on disability and journalism. And their language style guide. Which is in Spanish and English. That is an incredible resource, we didn't talk much about language today, but that -- I mean, disability and language are very complicated and rich and important thing to be thinking about. And if you're a storyteller and talking about people with disabilities or building relationships with the disability community it's crucial to do some of your own work on learning a little bit more about the language in the guide they have a little bit of the history of different words, which is really, really great. So these are the four resources I encourage people to check out.

And then here is a slide that has the contact information
for Cheryl, myself, and Alice. Again, I'll leave this slide up for a second, if people want to write that down. But that is also going to be available after the presentation. Yeah. If you have questions, please write them in the chat box or write them down and share them later. We're going to have Cheryl give her part of the presentation now and then we'll open up for questions afterwards. So I am going to stop sharing my screen. Did I stop sharing it? Great. Okay.

>> You are still visible in video. Robin Marquis I'll turn that off. Thank you. So Cheryl and David, take us away.

>> Cheryl Fogle-Hatch: Can you see me and hear me all right.

>> Cheryl, I think you need to angle your camera down a little bit, we're currently getting a nice view of your ceiling fan.

[ Laughter ]

How's that?

>> That's perfect. Thank you.

>> Cheryl Fogle-Hatch: All right. So as Robin said, I use a screen reader, which is voice output. So anything that comes into a computer if a screen reader is working on the computer, will be voice output from the monitor through some geek language into the sound card. So you will hear it as synthetic speech in a minute. And I am ready for you to start running the video.
Nancy Proctor: So one slight pause here.

Cheryl Fogle-Hatch: Do you need me to talk for a minute?

Nancy Proctor: I can run it. I wasn't sure if I was. Okay. One sec.

David London: It is currently playing.

[Silence]

David or Nancy, this is Robin. I'm not seeing the video playing. Is that just my screen or --

Nancy Proctor: It's just your screen, it's playing on YouTube.

Robin Marquis: Okay, sorry.

[Silence]

David London: All right, Cheryl, you are back.

Cheryl Fogle-Hatch: Thank you. So I hope you got a taste for what a screen reader does on The Peale Center website. Most -- there are third party software screen readers that are also built in on the different phones and computers. If you want more demos, you can search for YouTube and screen reader demos, and there are people who do this as a living and do them much more polished in a way that I did. I usually do these presentations in person, so moving online was a challenge for me. So that's why the quality.

So the thing about screen readers is whatever platform needs to be compatible with them. And design. For example, word press is good. There's a bunch of other good platforms.
But there are -- these things change a lot, and so if you look at a platform's help and see what they say about accessibility, the more detailed information they give, the more likelihood someone will have actually studied that and figured it out. And you can if you want while you're creating content pull up a default screen reader in your operating system on Windows it's narrator. On the Mac it's Voiceover, on the iPhone it's voiceover and on Android phones it's talk back. You won't be familiar with understanding it, but it will kind of give you an impression of what content is spoken. And the other thing I'd say is make sure that your content is navigable from the keyboard. That I can tab around, you can use headings, you can get to the information you need to get to without using a mouse. Because if you use a mouse to hear it, the control may or may not be keyboard driven. So kind of play around and test it. And something more formal, there are organizations that do user testing with community members and there are ways to get ahold of that. But if you use my contact information and contact me, I can put you in touch with resources or you can Google around. This is just to raise awareness. And thank you and I'll let you go to Q and A or wherever.

>> Robin Marquis: Thank you, Cheryl. This is Robin. Yeah, so that is a lot of information. Let me turn my video back on. A lot of information. But we really wanted to give you all a little taste of what we've been working on and
specifically what accessible looks like online. So if folks have specific questions about anything we shared, if there's something that you've tried, really this is about us being a learning community together. A lot of us are figuring this out for the first time, many people have been doing this work for a long time. So not sure, Nancy or Heather, if any questions have come through?

>> Nancy Proctor: Just having a quick look here. This is Nancy. Over at our chat on The Peale Center website on the live page. So I'll be feeding some questions in from that if I may. I noted a few that I had as you all were talking.

First, one quick minor correction. The Peale actually like all nonprofits is able to have a free Microsoft Teams account by virtue of being a nonprofit. So thanks to the generosity of Microsoft, we are not having to pay for that platform at least. Although we certainly pay for all the rest of them.

One question that I had was about something that we've been talking about and in terms of The Peale's own accessibility and particularly for people who are sign language users. We looked at I think Alice, you brought up the question of whether VRS or Video Relay Service might work given that we do always have a phone number associated with our online presentations, so people can dial that phone number and get access to the audio only feed. And I think there was the hope that that might be useful to VRS users in
terms of getting some sort of signed translation of that audio feed to their videophones. So this is really kind of a question for the three of you, but also for anyone who might be listening in and have experience with VRS, what do you see as the potential but also I guess the challenges for using a technology like that?

>> Alice Krueger: This is Alice. One of the problems that Deaf people have with these video platforms, they can see the faces of the speakers and they can see their mouths moving, but they can't lipread because the clarity is not there. So that is a problem for people who are lipreaders.

Those who want sign language find it a lot easier if someone who is a terp, an interpreter, could change the audio into sign. And that's the whole purpose of the Video Relay Service.

>> Robin Marquis: This is Robin. Yeah, I think one other thing just colloquially that I also heard, that relay services were really, really popular before -- before smartphones really came to be and actually that's how smartphones were developed was through -- because of Deaf community members and kind of this history of the videophone.

So now it's -- relay is something that you have to have a specific channel for, a specific technology for, and I think with people having their own smartphones now, you know, calling someone and Facetiming then and signing from Deaf person to Deaf person is much more common and so it's
something that, you know, I -- as far as this assistive technology is really learning about who is using what and where is really the research that we need to do from The Peale of local Baltimore community and the Deaf community here and what people are using if that is a service.

>> Nancy Proctor: Thank you. Definitely something that I know we'll be looking into further.

One other question is about this conflict in design, something that you brought up, Robin, in terms of PowerPoints. Like you, I recall being told at a certain point to put as little text as possible in my PowerPoints. And it was really interesting to hear you say that there's actually a bit of a conflict there. Or at least eliminating all text and just using big images is perhaps not the best accessibility practice. Do you have any thoughts about how to kind of balance those, I guess, design or as stet tricks best practices with the accessibility ones?

>> Cheryl Fogle-Hatch: This is Cheryl. Some people use the notes pane a lot for the text and the extra information and more detail, and then everyone gets all the detail, and you can choose to just look at notes view if that's all you want is the text.

>> Nancy Proctor: Oh, that's a great plan. Yeah. Okay. So that way people can choose whether they're looking at the PowerPoint slide field, which is the image, or getting the text-only version as it were.
> Cheryl Fogle-Hatch: Right, because the slides will say something has notes, you tab the next one and may not say that and the next one will. So it indicates. And then you switch views.

> Robin Marquis: One thing we're also going to try and do next time is obviously with CART, you know, there's one or two lines of text happening on the screen at a time, and you can't scroll back and see what people have said, but we are able to put -- because we're hosting this on our website, we're able to put a text box pane underneath the video screen where you would be able to read more of the text that's being said. So I think that might be another thing that once we have done that, taking -- using less text in a PowerPoint because the CART transcriber is writing it all out, so that's written there. But again, it's -- you know, what is it used for? So the PowerPoint is for presentation, it can have, you know, what does it need to be versus -- and I was thinking when I was creating it of people on the webinar wanting to have this -- and myself actually included, later on to say what was that thing that we were -- what was the detail about that and what were the really specific points versus just a heading that said, you know, five words. So I don't think that there's an answer.

> Nancy Proctor: Or there are multiple answers.

Seems -- flexibility.

We have a question from George Sissel, who is -- I would
just like to give a shout out to George as being a real inspiration and leader in Accessibility in the Arts. And he asks about in addition to the important initiatives The Peale launched, what kinds of support or resources are available there from the Maryland State Arts Council?

>> Robin Marquis: Yeah, this is Robin. So the Maryland State Arts Council has just started an official task force, I don't know exactly know the terminology they're using, but work around accessibility and the arts in the last really in January I think was when they had their first public event. Which a lot of us have been a part of here. And so they're really working right now internally to look at their policies and procedures as well as best practices and kind of being an example for other arts organizations in the state. And I am hoping that we'll also eventually turn into funding arts organizations and artists to do more accessibility work because I always like to talk about that actually accessibility doesn't always need money. I mean, it often needs money, but as Alice said in the title of her presentation, it's about communication. And there's so much you can do without money. That we all can learn about. But there's also a lot that takes money. So hoping that they will be able to start having funding for people who are really trying, both who are disabled artists but then others who are trying to make their work more accessible. Their summit is next week. Folks haven't heard about that, and I think they
have two or three presentations that touch on accessibility. I'll be presenting similar content to what we did here today. So, yeah, they're working on it.

>> Nancy Proctor: Okay. We have another question from Ariel. Given there's so many Zoom meetings happening, do you all have suggestions on how best to use Zoom where there isn't closed-captioning options like YouTube? Go ahead, Alice.

>> Alice Krueger: I can speak to that, because we encourage our presenters in the virtual world, which is just a little step beyond Zoom, to do their presentations in voice and text simultaneously. So if they are able to speak, they can use the voice to text transcriber that's built into their computer to type into the chat screen. And that works reasonably well. It's about as good as the Google translation on the YouTube channel. Sometimes they get some funny sentences and we've all seen those. But that's one option. And another option would be to hire someone to type what you're saying. Could be a full CART transcription or a just transcription.

>> Robin Marquis: This is Robin. I'm noticing in the chat that Linda mentioned I recently compared CART realtime real-person transcription with Zoom computer-generated transcription. I was surprised the computer-generated transcription was actually more accurate.

So one thing to clarify, and, Alice or Cheryl, correct me if I'm wrong, but Zoom does not have a built-in
automatic-generated transcription or captioning. The Microsoft Teams does, PowerPoint does, but Zoom, what Zoom has is the option to plug in a CART -- you know, a live transcriber. Or, you know, there are ways to plug in an automated captioning, like auto AI, there's different services where you can plug one in, but what maybe you saw, Linda, was actually a CART transcriber through Zoom. I'm not sure. But, yeah, Zoom doesn't have their own auto transcription, so it's a thing where you either have to pay for one, or like Alice mentioned, you know, kind of hacking the system. Because that's one of the reasons that Zoom is -- you know, there's pros and cons of Zoom.

>> Nancy Proctor: This is Nancy. I would like to ask Cheryl, actually, to talk about that a little bit. I think I've understood that as a webinar platform, Zoom is more accessible to screen reader users than, for example, Microsoft Teams and possibly some of the others, is that correct?

>> Cheryl Fogle-Hatch: Yes, Zoom is pretty simple, so you kind of tab through or swipe through the controls. They've labeled everything properly. Under more, under transcript, if someone is putting captions in, you can see it. You can put things in the text box. It's a simpler interface than Teams, because it is multiple screens and multiple functions, sometimes a screen reader will lose focus and I'll be in the wrong window. So although they have
accessibility shortcuts and they've been working on it, they don't always work as advertised.

>> Nancy Proctor: Yeah, and this is Nancy again. Just to clarify, this is part of why we are actually presenting this webinar and most of our other one's not directly in Teams, that's where our presenters are working. But we're inviting the public to see, to watch the presentation through The Peale's website, really via YouTube because we know that simple web pages, HTML web pages and YouTube screens are incredibly accessible, and used by lots of people. So it seemed to be the simplest route for us, where we could just provide a link, there didn't need to be any software downloads or passwords. So we use Teams as it were to originate the content, and I think you went over this a bit earlier, Robin, but we don't -- we've been moving away from having -- inviting the public, actually, into Teams. We have also used Zoom. And I really like the way that it has a -- you can assign a participant to be a captioner. So if you have a CART transcriber, that person can provide live CART transcription for the session.

The only thing that continues to be problematic, and we actually experienced this on Saturday, is just how vulnerable Zoom is to hackers. And we spent a lot of time locking down Zoom before our Saturday presentation, and we're feeling pretty good about it. It was a sold out show and we had a few spaces open up, so we publicized the link and the password
to get in, and in less than 30 seconds we were Zoom-bombed.

So there is, unfortunately, a group of people out there who are really preying on Zoom sessions and looking out for those links to disrupt them. So as long as that is fun and games for some people, I do feel that Zoom sessions are particularly vulnerable, especially if you're trying to make a link and a password widely available to a large number of people. It's just too easy to -- for those links and things to get shared with folks who want to abuse them, unfortunately.

So it would be very interesting for us to hear back everybody's experience on this and whether we've succeeded in striking the right balance between security and accessibility and ease of use for this session. There was -- let's see, I think there was a question about the summit that Robin mentioned but perhaps we have an answer, thanks to -- to Heather, is that the three play media --

>> Robin Marquis: This is Robin. There's actually two great free arts and access related summits happening next week. So Heather just linked a different one this I did want to mention, so this is great. Three play media is an organization that does great work, they're centered in disability, so they're experts in the field. And they have a four -- three or four-day free kind of online many different workshops that really talk more about the tech side and really the how-tos of accessibility. And that's what was linked
there.

I tried to put in the Maryland art summit, but I can't put directly into the chat because I'm not registered, which is a thing for me to pay attention to next time. So if --

>> Nancy Proctor: You want to shoot that to me, I can put it in.

>> Robin Marquis: So the one I was mentioning earlier is the Maryland art summit, which is hosted by the Maryland state arts council and believe a few other organizations. Yeah, Maryland culture for the -- cultures for the arts and a few other groups.

>> Nancy Proctor: All right. We also actually had a question from Heather about accessible PDFs, if you don't mind taking that one. I know that's been a challenge.

>> Robin Marquis: So --

>> Cheryl Fogle-Hatch: What's the question relating to? The basic answer is it needs to be text and image. And you get people to get text into PDF by saying if you provide optical recognition of the text the PDF is searchable. Because sighted people don't care whether or not it's accessible still may want to search the PDF. So that's the -- that's the use case for it. And there are things you can do in PDF and design to make sure that the text is recognized, the form fields are labeled, similar to what I was using the demo, and going through the fields, the form fields need to be labeled. And your PDF forms, make the forms
fillable. The form fields need to be labeled in Microsoft, make the Microsoft forms fillable. There's a whole bunch of resources out there for document creation, and it just takes a little extra design steps at the front end, but at the end it's more usable if you can do that. So did that answer the question? I don't know what the question was exactly.

>> Alice Krueger: This is Alice. What I would like to add is taking your Word document and saving as PDF does not make it accessible.

>> Cheryl Fogle-Hatch: True.

>> Robin Marquis: This is Robin. I did also want to call attention to a comment from Yoshi, who is a friend of mine, and incredible Deaf artist here in Baltimore, and he says on the text chat, for me, CART was better than other ways because of the communication way at MIKA, so direct feedback from a user of the service that CART really worked best for him.

>> Nancy Proctor: Great. Well, we are coming up to the hour here, so no need to shut this down prematurely, but I did just want to do a callout if anybody has any other questions or comments that they'd like for us to voice to our participants here. Now is the time.

And perhaps to our participants, any other questions or comments to one another and to our group?

>> Robin Marquis: This is Robin. I also just want to remind folks to contact us directly at access at the Peale
Center.org with any feedback about this webinar. I saw in
the beginning there was some issues with the webinar starting
on the page. So we will definitely look at that. Thank you
all for commenting on that. But anything else, you know, or
if you're interested in working with us on accessibility, we
really are committed to being part of the Baltimore-wide
network of making our cultural events more accessible.
Please don't hesitate to reach out. And again, these
resources will be available. Heather, do you want to say
exactly where they're going to be posted? I believe we
decided to put them on the event link that's on our website.

>> Nancy Proctor: I think that's right. This is Nancy.
Sorry, I'm not sure if Heather is in a position to voice right
now. I'll just pop into the chat window on the website, the
link to the actual event page for this webinar. It's
thepealecenter.org/events/inclusive-design-webinar. And
everyone who has registered to attend, that means we have your
email address, so we will send you a link to the page and an
alert when we have everything online and in one hopefully
convenient place for you.

All right. Great. Well, thank you so much. Thank
you, Robin. Thank you, Alice. Thank you, Cheryl. As
always, it's a pleasure working with you all. And I'm
reminded once again that accessibility takes a village. So
I also want to thank David London, who's been running our
online broadcast in the background. Heather Shelton, who
manages our online presence in all of our publicity and our online media. And thank you all most importantly, you, the community of The Peale who by showing up today or showing your interest and your support for accessibility in the cultural sector. And that's a really important and enormous encouragement to us to keep working on always getting better. So thanks again, and we look forward to hearing from you soon.

We will be doing a virtual tour of The Peale tomorrow at 4:30 PM. So if anybody has not had the opportunity to visit The Peale or if you're missing it as I am terribly, it will be a chance to take a virtual walk through with David London and me. It's going to be a very quick one through Baltimore heritage and I will post the link to that event in the chat here in just a moment.

So with that, I think I'll say good-bye to everybody.

>> Robin Marquis: Thank you so much. Bye.
>> Cheryl Fogle-Hatch: Bye.

(Event ended at 4:58 PM ET.)
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