Transcript for Centring Digital Accessibility in Research Praxis
BCcampus FLO Panel session hosted on October 29, 2024
Presenter: Kim Ashbourne Fairweather
Host: Leva Lee

LEVA LEE:
So good morning. My name is Leva Lee, and I am a learning and teaching advisor for BCcampus. I'm very pleased to welcome you to the second session of the fall 2024 Research Speaker Series. Before we begin, I'd like to go over a few housekeeping items. This session will be recorded, and you're welcome to keep your camera off and feel free to rename yourself to "Participant" if you prefer. And we have enabled live captioning for accessibility. Thank you to my teammates, Dr. Gwen Ngyuen and Kelsey Kilbey, who are with us today and are partners with me in supporting the BCcampus Research Speaker Series. This series is one of many wonderful offerings by members of our scholarly community, and you can watch past webinars that have been recorded if you check the BCcampus event archives on our website. Today, I'm pleased to be joining you from the traditional and unceded territories of the hənq̓əmin̓əm̓ and Sḵwx̱wú7mes-speaking peoples, also known as Burnaby. While my colleagues are joining from the unceded territories of the W̱SÁNEĆ and Esquimalt, and Songhees Nations of the Lekwungen-speaking Peoples. Land is integral to the Indigenous world view, and in honouring the importance of the land where we're situated is a reminder to us all to continue to learn and unlearn our colonial history and the harm it has caused Indigenous Peoples to this day, and the recognition of the importance of our relationships and responsibilities for the well-being of each other, our community, and world. We are reminded that as educators, we have privileged positions of influence, and through the work we do every day, we can design and create more welcoming, equitable, and accessible spaces for learners. This photo here I wanted to share with you, it is from Burnaby Mountain, and it's very close to the Simon Fraser University campus there. Perhaps some of you may know it. It's called the Kamui Mintara or Playground of the Gods, and it is a carving sculpture by an Ainu carver from Japan, who was inspired by West Coast totems. The sculpture was gifted by Kushiro, sister city to Burnaby, and it is to acknowledge the friendship between our two cities. And the overlapping sculpture captures the beauty and interconnectedness of all things. And so that goes back to how important our relationships are. So I invite you to share if you like your introduction and the territory where you are situated in the chat, if you like. Now I'm pleased to be introducing to you, our presenter and facilitator today, Kim Ashbourne. Kim is a graduate student in educational technology in the Department of Curriculum and Instruction in the Faculty of Education at the University of Victoria. Kim has worked as a learning experience designer, focusing on accessibility, a digital project manager, and a digital writing instructor. She has just recently completed her research fellowship with BCcampus. Her work is timely as we strive to make learning more accessible and equitable, and we are very fortunate to have Kim share her knowledge, learning, and lived experience with us on exploring, centring accessibility in research praxis. A warm welcome to you, Kim.

KIM ASHBOURNE:

Thank you very much, Leva . Appreciate that. Hi, everybody. Thank you for making time to join us today. My name is Kim Ashbourne. I am for anyone who's not seeing me here today. I am a white 40-something, queer mom. I have teal blue stripes, covering up some of the well-earned gray in my hair. I wear, I think, funky wrap=around dark glasses when I use a computer or if I'm out on the water. They are a low-tech assistive device that make it possible for me to handle changes in light, movement in light, the things that would otherwise make me not able to use screens and participate in digital environments like the one that we are sharing here today. But I'm very happy to be able to do this and share this space with you all today. Thank you for making this time with us. Can we go to the next slide, please, Kelsey.

So I live, work, and imagine on lands as an uninvited settler on the lands that are now known as Victoria, B.C. These lands have historically been stewarded by the Lekwungen-speaking Peoples, so the Songhees and Esquimalt Peoples. I am regularly drawn to the shores that are stewarded by the W̱SÁNEĆ People. I am so grateful for these lands and for all the beings here that inform my experiences of learning and sharing and knowledge sharing and being in community with others. Someone who is perceiving this slide by looking at it, will see that I've typed out Lekwungen and W̱SÁNEĆ using Indigenous preferred spellings, and then I followed those spellings with a phonetic spelling, which is done to aid with pronunciation. This is becoming a common educative, linguistic decolonizing practice, which is phenomenal. Unfortunately, it only works for people who read by looking at text. And so I use a similar acknowledgment on my website, and when I do it, I preface it. I preface it with an explanation to people who are going to perceive my site by screen reader or text to speech, so they're perceiving it without looking at the text. That the Indigenous characters, the symbols and glyphs, may not be intelligible through their assistive tech. A number of the characters and glyphs are not yet accurately interpreted and therefore, they're not accurately voiced. Similarly, the phonetic spellings are often not accurately interpreted or voiced. I think this is a really interesting space, and I wanted to bring it into the acknowledgment at the beginning of our session because I think that there is something very exciting to me personally about this intersectional space of development where we have action into decolonizing linguistic practices, and we have action into anti-oppression work in digital accessibility practices, and we can be overlapping those and building those out. But right now, right now, what's happening is there's a lag. And there's a lag in terms of bringing in folk who use assistive technology to read into some of those decolonizing practices. I'm excited about how we get everybody in on that practice. Right now, I've been digging around on this a little bit. First People's Cultural Council has a lot of information about how the Indigenous orthography, the systems of language are being developed and shaped and archived and all of these things. There's a quote on their website and I'm just going to read it. It says, "As language revitalization continues, and technology is developed to accommodate First Nations orthographies in print and computer fonts and keyboards," You have to do all of these things. "We can look forward to the emergence of a standard orthography for each of B.C.'s diverse languages." Awesome. As we develop fonts and keyboards, we've got to remember to bring those assistive tech pieces on board. At the same time. Can we be doing it at the same time? This is the question. My question is, who do we talk to make that happen? If there is somebody on the call, if there is

2

somebody magical on the call that can help me figure that out, please contact me afterwards because this is the geeky stuff that I would love to talk to people about. That tells you something about me. And so that's my first call to all y'all. And that kind of introduces you to the fact that we're going to talk about some stuff we're going to get a little activisty, maybe, hey? Let's do that. Okay. Let's do our next slide there, Kelsey.

Let's talk about what we're going to do today. We're going to start with a group annotation activity. And in a minute, Kelsey is going to put a slide up for us all to do a bit of a brain dump. I want to see us all share what we think about in terms of digital accessibility considerations and research. I'm excited. I hope you all came with this idea that we can co-create some knowledge today. Then I'll share a little bit about what I think about the people in those considerations. I think that's going to be a theme today that I'm going to be talking a lot about the people behind or inside of, in, and around the digital practices that we need to be thinking about considering. Once we've talked about some of those digital practices together for the first bit, I'll introduce you to my approach to my own research. I took a methodology transformative inquiry as an entry point. We'll talk about that a little bit. I'm going to share a passage from a piece that I wrote and then give you an opportunity for some quiet reflection. Depending on how juicy our first talk is, we might or might not need to look at some bumpy digital accessibility stuff together in that middle section. We're going to play that part by ear. We might have talked about a bunch of it at the beginning. We'll see. We're going to roll with it. I want to try to leave the last 20 minutes for discussion to really build out together. That's my goal. We will probably look at... How many of us? There's 22 of us now. Great, amazing. We'll go into breakout rooms and do maybe four-ish people into those breakout rooms at the end and then come back and share out together for the final section. Today, I'll just say, I invite you to participate in whatever ways work for you. So lots of you have cameras off, fantastic. I'm okay with that. I love seeing faces, but please don't worry about it. My understanding, and I think what was said at the beginning is you all have control over your closed captions. If you need assistance with that, you can send a direct message to Kelsey in the chat. As for the chat, feel free to pop stuff into the chat. I just want to let you know, I don't perceive the chat, and I can't monitor it particularly well. Leva and Gwen are going to monitor the chat for me today. And they will read out comments to bring them into our shared audible space as needed. As Leva had mentioned, I believe, at the beginning, we're also going to try this thing. Somebody had a funky idea of creating a Google Doc that will work as a living document for this session where folks can put down, share resources, if somebody comes up with checkout this website, here's the author we want to know about. We'll put them not just in the chat, but we'll try to plunk them into the Google Doc. Folks can share email addresses if they want to afterwards or share your socials there, if you want to afterwards. The only thing I'm going to say about the Google Doc is it doesn't work with everybody's assistive tech beautifully. If you are not in love with Google Docs, I understand it. I get it. And I will say if you want to use the chat instead, somebody can plunk it in for you. If you want to voice your contribution instead, somebody can pop it in the Google Doc for you. If you don't want to contribute to either the chat or the Google Doc, there's no pressure to do so at all. We will share out, make sure that everybody's got a link to the Google Doc in this chat and also at the end. I'm thinking we can also just make a Word

3

document version of whatever gets put into the Google Doc, so folks can navigate the Word doc at the end instead of a Google Doc at the end, too. When we skip to the annotation in just a second, the same rules apply. If the annotation tool isn't accessible to you, if you don't want to deal with that tool, or it doesn't work with your tech, feel free to use the chat or voice your responses. Then Gwen or Kelsey will add your thoughts to the slide. And the reason we're for sure going to be popping those onto the slide is because we are going to share out the deck at the end for everybody, and we want to collect all those thoughts on that slide and make sure they're captured there and that we're not just capturing the thoughts of the people who find the tool accessible. Yeah, we want to get everybody's thoughts captured there. Participate how you can. I'm going to attempt to voice what gets captured on this slide. I feel like this might be a little bit of an experiment. And if I'm struggling to do so, I might be calling on Gwen or Kelsea or Leva to jump in and pinch hit with me, but we'll see. I'm definitely going to give it a go. Those are the various ways I think that we're going to work together today. What I just did. that walk through, explicitly, inviting multiple means of participation in a digital environment like this. We know that's a digital inclusion practice. What it isn't, it is not housekeeping. It's inclusion, and we don't gloss over it. We want to make sure people get it. It's important that we don't assume everybody can use the tools in the same way. It is whether or not we know that there's somebody on the call that needs this, doesn't matter. We're modelling inclusion when we do it. And it is how we as a community of researchers, educators, learners, It is how we as a community clear a path to co-create inclusive knowledge sharing. That's what we're here to do. Okay. Cool. Kelsey, can we get up that whiteboard?

Okay. So if you are seeing this slide, you are seeing that there is an image on the right side of the screen that shows you what the annotation icon looks like, which is that green lit pen. If you find that in your own tools, clicking on it will launch your annotation toolbar. The question I posed to the group to get us rolling is to share your thoughts, write out. When you think about digital accessibility issues and research, what do you think about? What do you think about it? What are some of those things? And Kelsey gave me the wonderful tip of saying, try clicking on the T to add a text box to write rather than using the pen. Makes it a lot clearer. Did I hear a voice that was going to click in there?

PARTICIPANT: Sorry. How do we open the annotation tools?

KIM: Beautiful question. Are you seeing, did a little green pen looking icon show up for you?

PARTICIPANT: Yes.

KIM: Click it. And when you click it, what happens?

PARTICIPANT: Nothing.

KIM: Big old nothing.

PARTICIPANT: I mean, I see some people are having success. There's things showing up. Oh, way down in the corner behind my water bottle. There we go.

KIM: I was going to say that it's usually hiding somewhere.

PARTICIPANT:
Bottom left-hand corner of my screen. Maybe where it is for other people. Yeah. Messy desk. Thank you.

KIM: Beautiful. Glad you asked. Okay. I'm going to start trying, here we go. I'm seeing some annotations come up. I'm seeing, "Accessibility of published research and databases." Yes. "Connectivity issues of the internet in the North and remote areas." Yes. "Accessibility differences in library search vs. database platforms." Okay. Oh, "ethical responsibilities." That's juicy. "People giving up and not participating." That's kind of a gut stab, isn't it? "Whether our library research databases are accessible to our users; what obstacles do people encounter?" It's a good question. How Kelsey, I need your help. Can you pull things apart a little bit?

KELSEY: For sure.

KIM:
That's awesome. I think I see Okay. So "dissemination of research— free? Behind paywall?" And then "plain language." Plain language is definitely an accessibility issue. Okay. "Instructors wanting colour in text and students wanting accessibility colours, but override instructor colour choices." Oh, yeah. That's a fun one. What happens when accessibility and instructor instructions collide? That's a good one. What happens when accessibility and style guide collide? That's a good one too. "Accessibility of digital research tools. Surveys." Thank you. Excellent. "Library licensing and agreements with big expensive publishers." You get a star. All of these are awesome. "How REBs do not have folk who are part of the disability community, so They do not have digital accessibility awareness." I want to know thank you. I want to know how many librarians I have on the call today. If you're a librarian, can you make a stamp on this slide? I think we might have a few. Hey, Holly Ashbourne. This is my cousin Holly Ashbourne, I'm just going to do a shout out to my cousin Holly Ashbourne, who is new to B.C., and she is now I'm already forgetting. Thompson. Thompson? Where are you, Holly? No, Thompson River University. She's the new web and communications librarian at Thompson. Okay. What else has come onto the board? Look at all these. One, two, three, four librarians on the call. I love it. You guys are going to rock this. Has anybody seen something go up that I haven't voiced? "Reduces geographic barriers as well as other barriers." I don't think I voiced that one. Let's do it. I think we've got them. Thank you, everybody. Thank you, everybody. Can we jump to the next slide? Is that even more? One, two, three, four, five, six, seven. I have seven librarians on this call. Okay. Wait. Another one went up. "Overwhelming amount of information hard to navigate the language." Okay. Cool. Kelsey, I'm going to get you to move to the next slide.

Thank you. If folks have stuff they want to keep adding, pop it in the chat. Okay. So I did a little brainstorm and here are some of the issues. I went at it from a people perspective. I went at it from who are the people, and what do they need? Perspective. Yeah. The digital accessibility considerations and research. If you are a primary researcher trying to collect data, and like you guys got this, equitable and timely access to research source materials. You nailed it. Perceivable data. So I'm talking about tables and figures in data. I'm talking about audio recordings, video recordings, and text. Access an agency with collaboration platforms and digital practices. We're going to talk about that one today because we don't just do research on our own, well lots of us do, but researchers collaborate, and there's fantastic collaboration software out there. Lots of platforms to use and not all of them create an environment or create a situation that allows for agentive access or equitable access. So we'll talk about that a little bit. Participants in research? Somebody talked about, can your survey be used by folks who use assistive technology? I love that. The other side of that, though, is if you are only delivering your materials online, is that a problem for anybody? There's both sides of it. Do people who need assistive tech, are they able to participate if you're handing out a form, a printed piece of material? If you're doing an online form, can their assistive tech work with your online survey? Both sides. EdTech. I'm going to do a specific shout out to EdTech research. Did the EdTech research study include assistive technology users. I'm doing this one specifically because, very often, they don't seem to. There are a number of studies that will talk about the educative value of a particular type of educational technology. The study only works with folk who use the technology the way that the researchers expect, which is not using assistive technology. The unfortunate thing is they're not saying that in the study. I used an example here. I mentioned the Morales et al. study from 2022, and I don't mean to be a jerk about it. It's a very interesting study, and it's about social annotation. Part of the reason I mentioned it is that references a whole bunch of other studies. And they're talking about the ways that learners can build knowledge through social annotation. The trouble is a lot of assistive tech would struggle with the social annotation tools, and so all of these fantastic knowledge-building benefits are lost on those assistive technology users, and that's not mentioned in the study. When that's being excluded from the limitations of the study, we normalize that absence. We can't normalize the absence. We either need to include the assistive technology users in the study, or we need to start saying it. We just need to start saying that we didn't include them in the study. It's one or the other. Is time and money being built into research plans to recruit people with disabilities into our research plans? Takes time. It takes time to find people. As knowledge sharers. As knowledge sharers, what we're doing right here today. We're talking about accessible presentation formats, accessible slide decks, sharing materials in advance, where possible at conferences, certainly anybody who needs to perceive a slide deck with a screen reader needs time in advance, and I don't mean like half an hour in advance of a presentation. Ideally, it's a number of days in advance of a presentation to perceive all of the material. We are also in a situation where we can't expect every researcher to know how to version all of their research output. Are we building time and money into research plans to have somebody create accessible data? Accessible reports, PDFs, accessible videos, accessible websites. Are we building time and money into our research plans to test them with people with disabilities and people who use assistive tech and get that feedback. Do we have technical

6

support at conferences and situations like this, situations like this where we're all hanging out together and we're doing a talk. BCcampus was awesome, by the way, at doing tech support and working with me before this to make sure everybody's comfortable and things are set up properly. But that level of tech support is not available at a lot of conferences, and it is a barrier for people with disabilities to participate. That's a piece we need to think about and we need to talk about. When we're talking about researchers as members of a research community. What are the digital accessibility considerations there? Might feel like a small piece, but there's, but are we using social media in inclusive ways? Are we using back channels at conferences in inclusive ways? What we're doing here today, the Google Doc that we're going to try to build out together, which I'm excited by. Addressing that elephant, that maybe it's not... We don't have a perfect solution, but we have a possibility. We've got something that's not perfect for everybody, but we're going to try to do a Google Doc, and we're going to try to make it as accessible as possible. These are the things that we're going to try to do together. Talking about it and working with our colleagues, acknowledging it is building community, and rather than just ignoring it. I think that's a piece of it too is making sure it doesn't feel to researchers with disabilities, like it's all on us to figure it out or to remind people to use accessible digital practices, because it gets tiring. It gets tiring sometimes. There might be some people on the call who might nod a little bit about that. I don't know. I see a nod. I see maybe a couple of those nods. Maybe we could talk about those nods a little bit sometime on the call. Yeah. These are some of the things we're going to talk about today. Okay. I think generally speaking, we did a really good job so far. And generally speaking, I think the theme that I want to talk about too. We think very much within post-secondary frameworks when we talk about research within the university itself, with our learners. We think about the conference environment. But when it comes to digital accessibility, I want us to think more broadly and I want us to think too about the digital commons. Because the reality is with digital accessibility, we are infringing on the digital commons when we put out research materials that are digitally inaccessible. We are marginalizing people in the digital commons. We can do something different than that. We're the people that can put out accessible materials and start making the digital commons a more accessible environment for people with disabilities. That's exciting.

Let's take a quick look at transformative inquiry. We can take a peek at the next slide. So I'm just going to touch lightly on this because I want to get to our discussions. So I was introduced to transformative inquiry through Dr. Jennifer Tom at the University of Victoria. And the method that she taught me, it was actually developed more by four educators at UVic, Dr. Michelle Tanaka, Dr. Nicholas Stranger, Vanessa Tsu, and Maureen Farish were in the process of writing a book defining their methodological approach for educators. But it was very much in production when I was working with Jennifer. And so I worked with this model that is on the screen right here, and I'm just going to voice what is on the screen. It's the 4 spheres model. What you would see on the screen is four overlapping circles, and the four overlapping circles represent respected sources of knowledge. Together, those four sources of knowledge also represent an interconnected community. And so this methodology, transformative inquiry is very much rooted in that transformative paradigm where you are observing oppression in the status quo. And you as a researcher want to find a pathway in your research that you are willing

7

to transform yourself and the community. You're willing to make change within yourself, transform your knowledge, your practices, and attempt to do the same in the community around you. Transformative inquiry, this 4 spheres model, foregrounds who is in this community that you're thinking about? Where is the knowledge held? How do you connect with that community? These are the... That's where the four spheres come from. The first sphere I'm going to talk about is academic literature. This is the one that we're all expecting from where we are. The academic literature is what is that normal community that we all look at in post-sec. Classroom observations for educators, what do we see in the field? What are the things we see from students? Our inquiry partners might be our colleagues. It might be for me, it was people in the disability community. It was also educators. It was also people who work with students with disabilities. And then self-study. Self-study is what can you learn from your own experiences? How do you use your own experiences to distill information from all the inquiry partners to come to a new understanding? So I'm going to pause here. We're going to get a chance in probably about 5 minutes to do a breakout. Yeah. But I'm going to do the reading first. Yeah. That's what we're going to do. I'm just going to take a second to have a breath and a drink of water. And to go into this, I'll just say, as I was collecting research on digital accessibility, and I was looking everywhere in the research on post-secondary experiences, looking for learners' experiences of digital accessibility issues. Sometimes they're there, sometimes they're not there. I was looking specifically for palpable. I wanted to know where is the human experience. People with disabilities have palpable experiences. We think about digital accessibility and sometimes we get stuck up here, sometimes we get stuck in the brain. It's not all in our brains. Digital accessibility isn't all in our computers. Certainly not all in the policy books. It affects us viscerally. I was looking for visceral experiences of digital accessibility in the hopes of building out resources for educators that help to shift understandings, transformative understandings. This piece that I'm going to read you, it's a passage from a longer piece. I hope that it does something to shift understanding about my experience of digital accessibility in my research praxis.

 If you will indulge me, the piece is called "Awkwardly Able."

>I am a researcher with disabilities.

>Sometimes I am a disabled researcher.

>Sometimes I am an enabled researcher.

>Sometimes I am an awkwardly abled researcher. Like when I can
functionally operate my assistive tech, but the experience is akin to...

>I'm at a provincial park, setting off down the wheelchair accessible trail on
my mobility scooter. The boardwalk appears flat and straightforward, but
in reality, every oldy, worldy board is a different height. Bump, bump,

bump. God, I wish I had better shock absorption. This scooter. I mean, bump, bump, ba-bump. If I slow down, I'll jostle less.

The bump bump boardwalk ends. And I can breathe in the canyon. I can scoot on the hard-packed trail wide enough for a companion to walk with me or for hikers coming the other way to pass without fuss. That is a nice surprise.

The water moves next to me over every possible kind of surface. The mucky, mossy sides of the river bed, the stone and sand outcroppings that fall away and are built up almost as slowly with the silt carried by the water. The water trickles over shinier and shinier pebbles just here. The water moves so freely at its own pace.

"Be like water," said a friend. F**k. I've been trying to be like water for some 20 years, and I have my days, but no, that's not true. I have my moments.

I remind myself the water both in me and around me tends to find its way. It's momentum feels like magic. All the more so because it's occasionally thwarted by obstacles.

I'd love to take the path further up the canyon, but that path isn't accessible. Now that I think about it, where does the path I'm on turn into that path? I should probably turn back before I get stuck somewhere. One more big deep breath. Lurch. What was that? Wide, well-worn path has an exposed tree root that impedes my turning radius, and my ability to turn back. I'm stuck on it. It's okay. Don't panic. You know how to get out of this. This isn't new.

"Excuse me. Hi. Would you mind? Whoa, no. I don't need you to lift me. Just the scooter. I can stand. No, whoa. Don't rev it. It's not the motor. It's not that I was too heavy, but thanks for putting that possibility out there."

"The scooter wheels are small, and the footbed is low. The front wheel went over the tree root. See, I can put it in neutral, and if you just lift the back a little bit, you'll be able to roll it over the root. Yes, like that. There we go. Thank you. Thanks for your help. Thank you."

In life and in my research, my agency and momentum are often dependent variables.

When environments are accessible, I can move with ease. Breathe deeply. Listen to and for the unspoken and spoken discourses; see and interpret connections. The ease of movement builds my momentum to get to new places, new understandings. I am enabled able.

When environments are digitally or physically inaccessible, my agency and momentum become extrinsically limited. Over and over…

If the text-to-speech tool reads out the copyright information at the bottom of every page, interrupting my train of thought and the author's train of thought, I'm awkwardly able.

If the book or PDF is not readable by my text-to-speech tool, I'm disabled. F**k.

When this happens, what are my options?

Do I choose to surrender my day's momentum? Instead of reading, search for an accessible version of the book online or bus up to the university to use the one computer that has OCR software to make sense of the image file? This happens so often. Maybe I should just pay for the Adobe license with the OCR. How much is it? No. Not this month.

Or do I surrender my agency? I could just choose to read around this inaccessible text. I could accept the disabling publishers and disabling library licenses will more or less arbitrarily limit the bounds of my research. Do I write that in the limitations of my study section? Yeah, no. I'm not doing that.

"Hi. Could you help me track down a digitally accessible version of this book? Could you help me turn my mobility scooter around on this wheelchair accessible path?"

I appear to be stuck.

Okay. We're going to pause it there. Kelsey. Could you do me a favour and start setting up those breakout rooms? For sure. I wanted you guys to have a little quiet reflection, but I'm looking at the time, and I apologize. This has been way too fast. Look at you guys. You had so many good ideas I got bouncing off of. Look where we are. I want to throw you into your groups. Can I send you in... I'm going to send you in for a 6-minute chat with each other. I would love you to talk amongst yourselves about some of the issues that you raised? Either at the beginning, or if anything, anything that I talked about bounced off of you and stuck. If you want to use anything from the transformative inquiry approach, the idea that all of these

sources in our community inform us, go for it. If you want to just talk about something interesting, go for it. Then maybe choose somebody from your group who could share back. Kelsey, I wonder if you. I know you're already looking for the setting up the groups.

There were a couple of prompts that are on a slide. I'm just going to pop them into the chat. These might be useful to you, and if they're not, just chat. The prompts that I've got are Think of a digital accessibility practice. Think about how that practice relates to the body, to a person, to a person's body. Think about if it isn't done or if it isn't done well, what happens to the body, what happens to the person who needs that practice done. What can they or can't they do? What's the knock-on effect? See if that's a useful framework. If it's not, toss it and just have a good conversation.

Yeah. Hi. Okay, all of you. I want to hear from you. Hi, hi, hi. Who gets to talk to me first, please? I get to you. Okay. First, can I just say you're smiling. Look at you coming out of this conversation smiling. Okay. Who's going? Come on.

KATHLEEN:
I can make a comment. I don't know if it's a summary of exactly what our group talked about. But really, a lot of the technology and the benefits are beneficial to all and not just, individuals who have specific needs.

KIM:
Absolutely. Absolutely. Thank you, Kathleen.

PARTICIPANT:
I can add something from our group, I think we were with Group 3. There was some talk about a recent experience I had had helping a student who was in a motorized wheelchair, trying to find a table where they could work in the library, and a series of obstacles presented themselves. And it was awful, but also kind of, it was a learning thing for me of just realizing how difficult this experience was for her. And that kind of translates that experience, I think, does translating into the digital realm as well, just how many barriers we have in place and how discouraging that must feel. And we wonder how many people just we never, we hear from because they've given up or yeah

KIM:
Well, and in the library, I'm so stoked that there's so many library people on this call today because the libraries have so much to say and so much to contribute to the space, library licensing of digitally accessible product, right? Oh, my gosh, I love all the nodding. Thank you so much. I have an example that I write or I'm in the middle of writing about, I should say. I'm trying to remember the numbers. I think it took 32 emails, eight paid staff. Ann was the one that eventually found.. I was trying to find a digitally accessible copy of a book that had been versioned. It was just an image file of a book. And my options were, I could go up and OCR the entire book, which personally, I wasn't really keen to do, or right, Holly, totally, right? I'm going

11

to stand there. Where's the book? Where's the book? This is my book. *Excel in Pride*, Eli Clare. A very important piece for me, and I needed it. And Ann eventually found it. As I recall, I eventually found it in, was it Brock's collection because Brock had a version of it that was actually digitally accessible. So we found out that it existed. And I will say that the publisher, Duke, didn't know that there was a licensed version that was accessible. They had already. UVic had reached out to them, and they had connected them with getting a new version created? It was a total runaround mess. It was a total run-around mess. Everybody was doing their best and it just was 32 days of mess, messy mess mess. People need to figure it out. We need to figure it out. Who else? Who else can share something? We've only got a couple minutes left. I'm going to miss you all. Who else?

HOLLY:
Why not? So I'm just going to reflect back on my annotation I added to the slide, Kim, if that's okay. Just something as simple as the library search. We can customize it as much as we want. But then we pay for however many databases the library subscribes to and the difference in the interface regardless of need or what have you, the cognitive load on any researcher is awful. It's simple fixes. I mean, maybe I take it for granted with my bit of, I'm not even a web designer, but my tech background, it's easy fixes. Allow us to customize our interface, so it's seamless. We get accessible. The vendors are getting better, but they're still so far behind. And even embedding tools, that's great. But if you can't find them or if you're using a screenwriter on top of these text-to-speech tools, let's say, it can be a horrible experience, and that just circles back to forgive me, whoever mentioned about the students giving up. I don't blame them. Yeah. Regardless of ability, regardless. Yeah. Anyway, I'll get off my soapbox.

KIM: Thank you, Holly. Thank you.

LEVA:
There's a couple comments coming in. I don't want to miss that Chris Burns has said that in Ontario, OCUL is developing a shared repository or discovery tool for accessible OCR resources held by member libraries. And then people, thanking you, they have to step away.

KIM:
Yes. I'm just going to be respectful of people's time. It's 12:02. I'm happy to stay on for a few minutes if people want to. I also want to say thank you to people who need to jump off. I really do appreciate you being here and making time for this conversation. But, happy to stay on. Leva, do you need to say anything in case people need to jump out? I just want to say thank you to you, Kim, for the thought-provoking presentation today and really, really appreciate that not only you sharing your research, but also your personal journey and it really hit home. I think it's given us a lot to think about. I applaud everyone for participating and it was really great to have a chance to have this discussion. Thank you. Thank you. And a reminder to folks that there is a survey that I'm going to be sending out, if you want to remain after for any questions for Kim. There's a survey that we're going to send out for BCcampus, and also that we do have some

more Research Speaker Series coming up this fall, and don't forget to mark your calendar. I hope to see you there.