

This is a transcript for Isabelle Lundin et al.'s "The Making of a MAB: Composing a Multimodal Annotated Bibliography and Exploring Multimodal Research and Inquiry," published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, 28(2), available at [https://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki%3A\\_%3Amultimodal-annotated-bib](https://praxis.technorhetoric.net/tiki-index.php?page=PraxisWiki%3A_%3Amultimodal-annotated-bib)

## **Katlynn Wheatley's Accessibility MAB Transcripts**

### **Source 1:**

Katlynn Wheatley:

Deque Systems published a Youtube video in 2018 titled "What is Digital Accessibility." The organization defines digital accessibility as something that "makes documents, websites, and apps accessible to everyone." They also provide examples of online accessibility for those with certain disabilities, such as those with visual, auditory, motor, speech, or cognitive impairments.

Deque argues that accessibility online is important because it allows the 57 million citizens in the United States to live like everyone else. To put it into perspective, they ask that the audience imagine not being able to use social media, online banking or shopping simply because it is inaccessible to them.

To make digital media more accessible, sites should follow the anagram P.O.U.R. The P stands for perceivable, which means everyone accessing the site should have the same experience. O stands for operable, in which all of the elements can be accessed by the audience. U stands for understandable, which means that the site is clear and not confusing to anyone. Lastly the R means robust, in which the site can be used throughout various technologies. To uphold these standards, Deque informs the audience about the Web Content Accessibility Guidelines (or the WCAG) so that sites are held by law to be accessible to everyone.

The main takeaways that I gained from this source were to think about the specific accessibility elements I can include in my own work. This includes using transcripts, contrast in colors, and the use of many modes. One of the things I appreciated about this source is that they included these elements in their own video by providing a transcript in the description, using few colors that stand out from each other (like blue and white), and many visuals, such as icons, images, and text on the screen. Mainly, I understand that I should make my own projects accessible to many types of audiences, instead of simply focusing on people with one disability.

**Source 2:**

Katlynn Wheatley:

A helpful article about accessibility titled “What is Digital Accessibility (& Why Is It Important)?” was published in 2016 by Monsido. They defined digital accessibility as “the accessibility of anything digital such as video, audio, electronic documents, animations, kiosks, and mobile apps.” This article also mentions the importance of P.O.U.R, and Web Content Accessibility Guidelines, but also asks its audience to consider accessibility for businesses. For example, the brand states that “ 71% of web users with a disability will simply leave a website that is not accessible” and also advises businesses that even those without a disability greatly benefit from accessibility features.

Businesses and brands are at a major disadvantage by not considering those with disabilities as a part of their audience, and could potentially lose millions of dollars in revenue. Businesses that are more accessible also have higher Search engine optimization, or SEO ranking, as they reach a larger audience and use more modes that can be searched online.

This article has many great takeaways for businesses and individuals hoping to improve their sites. I hadn’t considered that by making a website more accessible it is also becoming more appealing to a non-human audience. In my own work, I will consider the amount of people I am attempting to reach to make my work more accessible. I also have a new understanding of the laws put in place to protect people that have disabilities, and have gained a new perspective on just how many people in the U.S. need these services to participate in online activities just like everyone else.

**Source 3:**

Katlynn Wheatley:

Stephanie Kerschbaum's section titled Mode in "Modality in Motion" by Yergeau et al., provides great insight into what modality is and how it relates to accessibility. Kerschbaum begins by defining multimodal inhospitality, in which she argues that many texts are not made to be shared across modes, which prevents its audience from using the piece. This issue causes people to not take part in the larger conversation of important issues. Many authors will attempt to make their text more accessible after they design their piece (like adding a transcript) but Kerschbaum quotes Oswal saying "access after the fact is not true accessibility." Instead, authors should include enough information for all audience members to understand their piece, even at the risk of being redundant.

At the end of Kerschbaum's piece, she includes recommendations for authors to consider when designing a multimodal text. Her first recommendation asks authors to consider how their piece can be accessed through different platforms. She provides a great example of including visual, aural, and linguistic in a presentation and finding ways to make this available through many modes, even if it seems repetitive. Her second recommendation is to allow the audience to customize a piece to meet their own needs. In order to do this, the author must be flexible and lenient so that their audience can customize the piece. Lastly, Kerschbaum tells us to not focus on a singular type of disability when making texts more accessible, but rather to convey information through many modes and many channels so that anyone with any type of impairment can receive it.

This source was exceptionally helpful, as the author gives clear and concise information regarding accessibility. The biggest take away from this article is to make sure my text includes information through many modes so that I reach the most amount of people. I especially like her advice about not catering to one type of disability, because I (and I'm sure many others) had the belief that focusing on providing transcripts is enough. This article also led me to think about how I can repeat information through all modes so that no audience member is being left out, and they are all receiving the same information, even if it looks a bit different.

**Source 4:**

Katlynn Wheatley:

Alison Adam and David Kreps' article titled "Web Accessibility: A Digital Divide for Disabled People?" was published in 2006. The article begins by explaining the digital divide, and how there is polarization between those who have access to digital information and those that don't. The authors then go on to explain why the social construction model includes better terminology and ideas about disabilities, and implies that we should "move away from the idea of disability as individual deficit, locating it instead in terms of barriers in the social environment." In other words, making a web text inaccessible to a large number of people is, in fact, creating a disability.

Adam and Krep then go on to explain why automated accessibility systems are problematic and not a solution to the digital divide. They mention that there is no tool adequate enough to measure up to a human. An example of this I notice a lot is YouTube and TikTok videos and their closed captioning. Although they are better than nothing in most cases, they have many errors that make it hard to understand what the person is truly saying. The authors end the article by including a call to action from their audience. They believe that if people are having accessibility issues they should reach out to political figures and activists to demand change. Lastly, Adam and Krep mention that disabled people should be involved in the creation of web texts to ensure that they are being heard.

This article was very informative about the digital divide and the terminology used to describe those with disabilities. One thing that really stood out to me was their argument against automatic systems to help make texts more accessible. In my own work, I have used Youtube to automatically create transcripts and I typically read them over to ensure that they are correct. However, I hadn't considered the social impact of these actions, and how disabled people could perceive this. I now understand why it is important to advocate for disabled people to be involved in the creation of web texts so they can make sure their needs are being met.

### **Source 5:**

Katlynn Wheatley:

UCSF Documents & Media Photography published a Youtube video in 2016 titled “Screen Reader Demo for Digital Accessibility.” It is a very informative video of a blind man named Marc Sutton showing the audience how a screen reader works. He uses a special type of keyboard to navigate through the University of California San Francisco’s Digital Accessibility page. To understand the content, a computer reads out the text and the user can change the speed of the voice. Sutton explains that it is easiest to navigate to the headers of the page first to see if the content interests him.

Next, Sutton goes through what makes a good site that is accessible to those who need a screen reader. The first example shows the image of a person typing on a computer. Since Sutton cannot see this, he relies on the alt text in the code of the image to describe what is happening. He states that a good description of the image is one that has the most detail, like “Mark Suttons hands on a MacBook Pro image” while the bad example is just a bunch of random numbers and letters.jpeg. His next example shows FDA Approved medications sorted into a table. The good example not only reads out the information in the table, but also reads out what row and column that information is in. The bad example shows the screen reader simply reading the information, which would be difficult for a blind person to understand in relation to the row and column titles.

Sutton ends by saying that since most things are done online now, many people are being left out because of inaccessible information. People are then missing out on essential information and services that are necessary in today’s digital age.

My biggest take away from this source was definitely learning how to appropriately use alt text to describe an image or table. Before this source, I had little knowledge on what a screen reader was capable of, but now I see the amazing benefits of it. In the future, I will consider how someone with disabilities is receiving my information. So, my site or text will need to be easy to navigate, so that someone with a screen reader can quickly move to the different headers and pages. I also know how to accurately describe an image with enough detail, but not too much. Lastly, I appreciated that this source didn’t use auto generated captioning, as it is clear when Sutton or the computer is speaking.

**Reflection:**

Katlynn Wheatley:

All of the articles I chose regarding accessibility provides great insight and information that I wasn't yet aware of. Before this research, I knew little about the technologies people with disabilities used to receive information, and never considered that a simple transcript wasn't enough for people to receive all of the necessary information. Instead, communicating the same information through multiple modes and providing enough detail through captions and alt text is ideal.

This information is necessary for everyone to know, because when something is inaccessible to a group of people it is creating a new disability. This knowledge is also exceptionally important for me to understand since I want a future career in something related to creating/editing digital media and text. Getting the perspective of those with disabilities on a site is very important to me now, as I don't want any member of my audience to feel left out, as everyone should be able to participate in the same activities online.

The format of my MAB was not new to me, as I have created a few podcast episodes before. However, I hadn't done something like this where I was summarizing and reflecting on sources, and I much preferred it over a written annotated bibliography. The most difficult part for me was to find sources that were different from each other, which is why I made some last minute changes to my sources. However, I really enjoyed searching for these sources by using different terms for accessibility and publishing. When I ran into any issues, I was able to successfully solve them through my past podcasting knowledge. I think my final product came out pretty good considering I haven't made anything like this before, and I'm happy I got the opportunity to try something new.