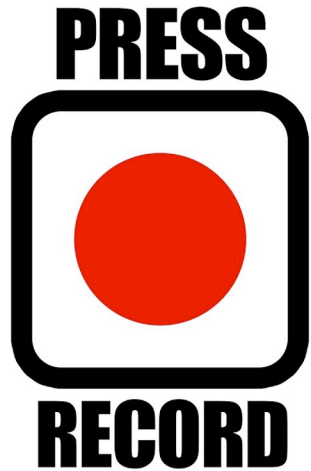


Access and Assistive Technology in Historic Sites and Museums



Class 2, 2/4/21

Dr. Amy Hurst and Dr. Anita Perr

Who are you?

- Name
- Degree program
- Where in the world are you?
- Why did you take this class?
- What is your super power?
- What are you hoping to learn this semester?



Syllabus Overview and Questions

https://wp.nyu.edu/ap_classes_museums_s21/



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Reading #1 Discussion

What did you learn about collaborating with end-users from this reading?

- I learned that including the end users from the beginning is one of the best ways to go about accessible design
- It's also important to get feedback from experts in the field; sort of like getting the validity of a tool
- I'm surprised that you only need as few as five users to test a product. I also found it interesting that sometimes you'll need to weigh contradictory feedback from users.
- I learned that the utilizing a more diverse group for testing will provide much needed insight. I thought it was a great idea to include end-users who had never been to the museum before.
- For challenges such as disabilities, it is impossible to "step into their shoes" they must be apart of the development process so that your design address the potential challenges that might come up.
- Before reading the article, my approach to usability testing is "more is more". The reading informed me on "As few as five participants are needed to identify trends and provide insights that can drive decisions and change."

What did you learn about accessible exhibit design from this reading?

- I guess when I think of exhibit accessibility, I'm usually thinking about motor, audio, and visuals, but not as much about other sensory input especially in regard to cognitive.
- I think one of the most important things I took away from this is that designing with accessibility in mind doesn't just improve the experience for those with disabilities, but it improves the experience for everyone.
- I learned that it takes a diverse group of people to design, build, and test exhibitions. We all come to the table with varying experiences and view points that can shed light on the project's blind spots
- Including accessibility as a key factor in the exhibit from the very start, and then continuing to include a range of users with different backgrounds and disabilities/abilities throughout testing, is critical to ensuring that the exhibit is accessible to as many people as possible.



HW 1: Online Museum Audit

Breakout to share findings and summarize trends

Google Slide:

https://docs.google.com/presentation/d/1fSsaXek0oMRZ9pqnFwJtZvvpsSSi4JXFQFZJqHlpkMI/edit#slide=id.gbaf45bc03f_0_0

Projects Overview



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Projects: Bring Your Own Accessible Device (BYOAD)



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The Problem

The audio guide was being eliminated for the Intrepid's reopening due to Covid-19.

The Challenge

Prevent crowding around signage and ensure the solution is accessible to all.

The Solution

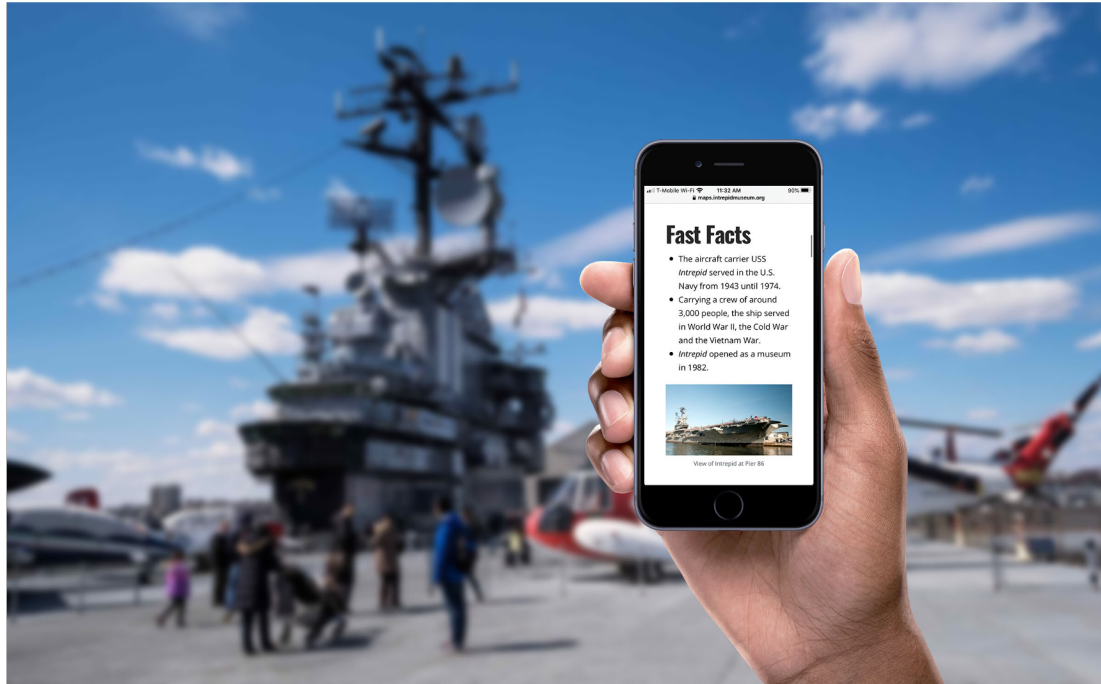
Design Mobile guides that could be accessed by visitors on their own phones and easily maintained by staff.



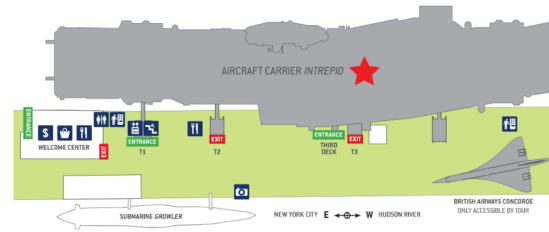
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maps.intrepidmuseum.org/exhibits



Level: Pier 86



[Read directions to USS Intrepid](#)

Fast Facts

- The aircraft carrier USS *Intrepid* served in the U.S. Navy from 1943 until 1974.
- Carrying a crew of around 3,000 people, the ship served in World War II, the Cold War and the Vietnam War.
- *Intrepid* opened as a museum in 1982.

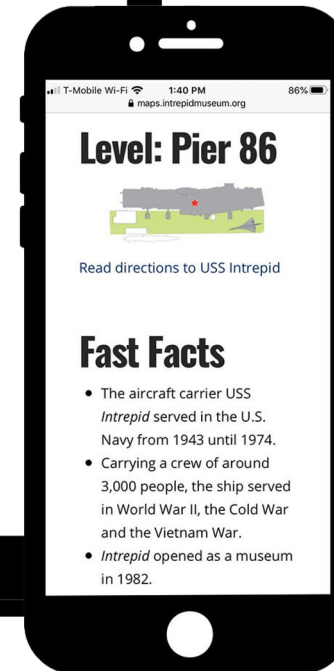


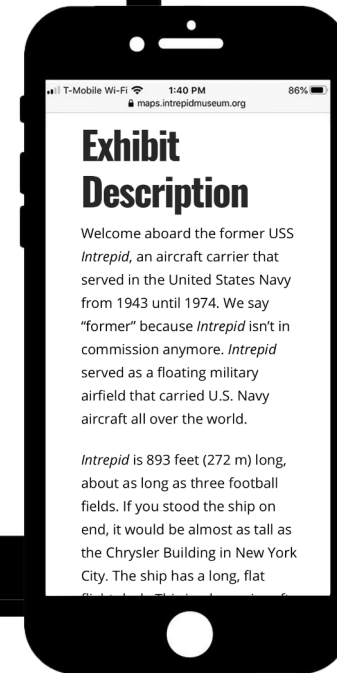
Exhibit Description

Welcome aboard the former USS *Intrepid*, an aircraft carrier that served in the United States Navy from 1943 until 1974. We say “former” because *Intrepid* isn’t in commission anymore. *Intrepid* served as a floating military airfield that carried U.S. Navy aircraft all over the world.

Intrepid is 893 feet (272 m) long, about as long as three football fields. If you stood the ship on end, it would be almost as tall as the Chrysler Building in New York City. The ship has a long, flat flight deck. This is where aircraft took off and landed. The hangar deck, inside the ship, was where crew members stored maintained aircraft. The ship is a maze of passageways, ladders and compartments, or rooms. Some contained machinery or equipment, or served as workshops for the crew. Still other areas were living spaces for the crew of about 3,000 people.

Here is information to get you oriented. The front of the ship, called the bow, points toward Manhattan. If you’re inside the ship by the Information Desk, you’re also near the bow. As you face the bow, the right side of the ship is called starboard. The left side is called port. You board the ship from a pier on the port side.

You can explore many spaces within the ship. Five decks have spaces that are open to visitors. They are, from top to bottom, the flight deck, gallery deck, fo’c’sle deck, hangar deck and third deck. Two levels of the ship’s island—the tower on the flight deck—are also open. The flight deck, hangar deck and third deck are accessible by elevator. The gallery deck, fo’c’sle deck and island can be reached by stairs or naval ladders—ladders with handrails that are at a steep angle.



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Intrepid

Scan the QR code or enter number above at maps.intrepidmuseum.org/exhibits to learn more.



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Findings

1. People are using the guide
2. All 6 participants we interviewed preferred their personal smartphone to a borrowed device
3. Participants had mixed preferences between an app and a website



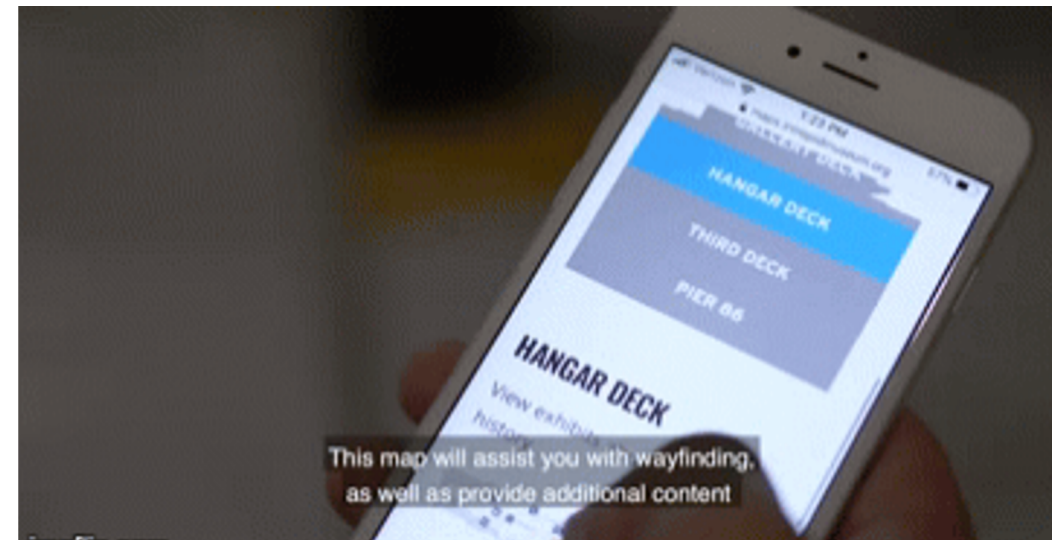
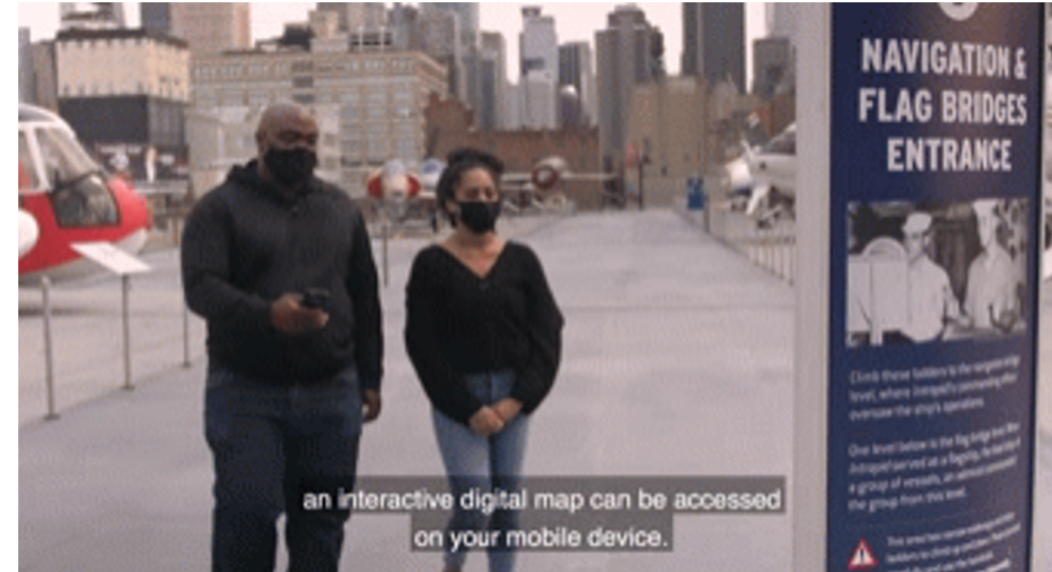
Recommendations

1. Make the mobile guide easy to find
2. Design accessible technology that is appropriate for cultural constraints
3. Use a sustainable platform to develop guides



Impact

- The Intrepid Museum's most accessible digital resource yet
- The mobile site was featured in the Intrepid Museum's reopening health and safety plan
- It was used across the museum as the primary way for visitors to access content during the reopening



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Next Steps: <https://maps.intrepidmuseum.org/exhibits/>

- Customize Content Accessibility Settings
 - **Customize language / wording in text descriptions**
 - Customize audio used in videos (no background music)
 - **Audio descriptions in videos (currently has text description of video) or read transcripts**
- Interpretation
 - **Present multiple perspectives on interpretation (collaborate with museum staff)**
 - Currently designed for museum “zones” what about small artifacts?
 - Designed for in-person, how do we transition to remote-only visit?
 - Opportunity for visitor input / engagement
- Deployment / Testing
 - **How do we adapt for other sites? (extend / test current template)**
 - **Usability and accessibility evaluations with visitors (when museums open) or staff (remotely)**
- Preparing for visit
 - **Social narratives (pre-visit)**
 - Other pre-visit information (smell, taste, sensory tools warnings)
- Explore new tech features
 - Design tactile markers on floor or kiosks
 - Enhance wayfinding (web bluetooth is hard)

More about
tactile
design later!

DIY Touch Objects and Tactile Graphics



Raised Line Drawing



Found Objects



Cardboard Construction



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For Next Week

Field Trip Prep!

Assignments

https://wp.nyu.edu/ap_classes_museums_s21/assignments/

1. Assignment #2: DIY-AT Tactile Graphics
2. Reading #2
 - a. Read: Inclusive Digital Interactives (pick a chapter that interests you)
 - b. Submit Reading Discussion #2 before class



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