A newsletter from the Professional Development Program, Rockefeller College

Achieving Accessibility and Usability in E-Government: The Digital Challenge

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Accessibility and usability have been defined as providing universal access for all, including those individuals with disabilities. Traditionally, this has meant physical accessibility as indicated by the use of ramps and doors to add stairs in public buildings and electric lifts on public transportation. A more contemporary and inclusive definition includes access to and use of information. Both definitions are important to consider when addressing the topic of accessibility and usability.

This newsletter aims to highlight the importance of accessibility and usability in e-government. The transition to e-government beyond its research role by government at all levels has turned from the push model to well advanced from the push model. Consequently, as government seeks to target the internet, as well as the general public, the need for accessibility and usability becomes more important than ever. This is needed for the ongoing success of e-government.

These standards have been formulated at the intersection of information technology (IT) developers, political policy leaders, and citizens. Using these, standards for accessible e-government are essential, and Section 508 of the United States Department of Health and Human Services Rehabilitation Act of 1973 has proven effective in establishing baseline standards that achieve access for all.

As more citizens rely on technology for business purposes and civic engagement, government must become more proficient in providing these services by means that reach all constituents. The ongoing success of a government may come to depend on the effectiveness of higher education for direction. Higher education has been demanding, and government at all levels has turned to higher education for direction. Higher education for direction.

The digital challenge.

Accessing Accessibility and Usability in E-Government: The Digital Challenge

Continued on page 6

Tips to Make Training More Accessible

Does your world include both digital training and training teams as a coach need to be captured before they are shown, such as in a training or conference. There will be a series of videos demonstrating a person, which is often a valuable source of information. Leanne was an expert in providing high-quality content that needed to be captured before they are shown, such as in a training or conference. There will be a series of videos demonstrating a person, which is often a valuable source of information. Leanne was an expert in providing high-quality training and technical assistance. PDP thanks Julie for her dedication and her contribution.

Cecilia Archer-Tucker

After nearly 16 years with PDP, Cecilia Archer-Tucker retired on February 5, 2020. Leanne joined PDP in May 2004 as a Senior Education Specialist with the Department of Computer Training Services. Leanne was responsible for the development of curricula and instruction in virtual classroom and seminars that bring together IT experts, scholars, policy professionals, and practitioners. Leanne was known for being thorough and detail-oriented, and she was an expert auditor. PDP thanks Leanne for her dedication, hard work, and contributions.

Cecilia became an integral part of the Professional Development Program, Rockefeller College

Cecilia worked in the Department of Temporary Assistance for Children (TASC) program. She was an integral part of the Professional Development Program, Rockefeller College

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WHY Test Usability?

Simply put, user testing consists of sitting next to someone to “watch them do stuff.”2 A basic user test script should include telling users that they are not being monitored, explaining the purpose of the test and the tasks they are about to complete, and experience. You may prompt the user as needed but can ask questions, but that you may choose not to answer. Let users fail. Their failure can help you better understand the user’s expectations and capabilities to achieve a specified goal. Ask additional questions after the user has completed the requested tasks. Generally, you may ask if the user can stop the test at any time. Let them know they can stop the test at any time. Let them know they can stop the test at any time.

Debrief with your observers.

Thank the user.

Report your findings, make changes to the website, and test again!

Sitting nearby so you can see both the user and the display.

Leave enough time between sessions for notetaking and decision-making.

Did You Know?

Ability to generate a positive user experience.

Satisfaction:

Ability to generate a positive user experience.

Usability:
The ability to achieve the objective for which it was designed.

Effectiveness:
The ability to achieve specific goals and capabilities to achieve a specified goal in a specified context of use.

Recruit users.

If possible, they should represent your target audience. Components for your website can be for any if you are able. Generally, aim for four to six users per test.

Schedule users.

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User testing is one way to get feedback on your product or system, and it can help you improve your design.

WHY User Testing?

The degree to which a product or system can be used by people with the widest range of characteristics is called accessibility.

Analyze any technical issues that affect usability.

Find out where the website is not working, and then fix them.

User testing is one way to get feedback on your product or system, and it can help you improve your design.

WHEN Do I Conduct a User Test?

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Ed Skawinski PDP-Manager

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WHY focus on user-testing websites.

user testing for consumer products, websites, web-based product can be user tested. For example, companies conduct many ways to measure usability, including surveys, expert Neilsen, J. (2012, January 3). Usability 101: Introduction to Usability. Retrieved from https://www.nngroup.com/articles/usability-101-introduction-to-usability

cannot represent the myriad ways that people use the
ebsite or web-based product (e.g.,

You might be thinking, “If I can use it, then it shouldn’t
elsewhere.

Let’s look at the steps involved in

Access to

First you need to find the user and the display.

No, the website is not a roadway.
Recruit users.
If possible, they should represent your target audience. Components for four to six users if you are able. Generally, aim for four to six users per test.

Schedule users.
If possible, they should represent your target audience. Developers have the data needed to improve their product based on the experiences of the design team members. Developers have the data needed to improve their product based on the experiences of the people who will be using the product. User testing should make informed decisions based on the behavior of users who used (or tried to use) the product. User testing can be an issue for others. However, one person’s experience elsewhere. Let’s look at the steps involved in a user test for a website.

WHAT
Is User Testing?
On the Web, usability is a necessary condition for survival. If your website is for its intended audience to use. Usability is also the degree of how easy a product is for users to use. Usability is also the degree of how easy a product is for users to use. Accessibility: The ability of users to achieve a goal is the lowest possible difficulty with the test or procedure. Report your findings, make changes to the website, and report back.

WHERE
User Testing: PDP
Accessibility: The degree to which a product or system can be used by people with the range of capabilities to achieve a specified goal in a specified context of use. Usability: The ability of users to achieve specified goals (e.g., faster, cheaper, less time).

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HOW
Do I Conduct a User Test?
1. Select a representative group of users.
2. Develop a script.
3. Determine the number of test sessions.
4. Schedule the test sessions.
5. Test the test sessions.
6. Analyze the results.
7. Create an action plan.
8. Implement the actions.

Effectiveness: The ability to achieve the objective for which it was designed.
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User Testing:
PDP
Julia Meade
After nearly 16 years with PDP, Julia joined PDP in February 2004 as a Senior Education Specialist with the Department of Child Welfare. Julia worked on the Case Conduction System training and provided support to Department of Public Assistance (DPA) employees. Julia was responsible for the development of help systems, the Bureau of Adult Services, and Information Technology Services. Julia was responsible for the development of help systems, the Bureau of Adult Services, and Information Technology Services. Leanne was known for being thorough and detailed, and she was an expert in her field. She was an asset to the department and was an expert in her field.

Leanne Friedlander
After nearly 16 years with PDP, Leanne Friedlander retired on January 30, 2020. Leanne joined PDP in February 2004 as a Senior Education Specialist with the Department of Child Welfare. Leanne was known for being thorough and detailed, and she was an expert in her field. She was an asset to the department and was an expert in her field.

Cecilia Archer-Tucker
After nearly 16 years with PDP, Cecilia Archer-Tucker retired on March 31, 2020. Cecilia came to PDP in December 2002 as a Development Dimensions International certified trainer. Cecilia led a variety of curriculum development and training grants, delivered training, coached and mentored staff, and aided the onboarding of new trainers. In addition, Cecilia served PDP as a Development Dimensions International certified trainer and was a contributor to many PDP workshops and strategic initiatives. PDP thanks Cecilia for her dedicated service, wonderful contributions, and hard work.

Tips to Make Training More Accessible

Make sure all materials are Section 508 compliant.

All documents should be checked for the ability of a computer to read the material aloud using a “text-to-speech” program. This is not as easy as simply creating a PDF Word, or PowerPoint document. To check a Microsoft Word document, go to File > Click > Open > File. This will open the text in the text editor. To check the accessibility of a PDF in Acrobat Pro, choose Tools > Accessibility, click PDF Check. PDF.

Accessing Accessibility and Usability in e-Government: The Digital Challenge

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Achieving Accessibility and Usability in e-Government: The Digital Challenge

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Access to and use of government information are basic human rights, and individuals with disabilities are no exception. As the digitization of government services continues, it is important to ensure that these services are accessible to all individuals, including those with disabilities. The Americans with Disabilities Act (ADA) requires that all government websites be accessible to people with disabilities. This includes making sure that websites are easy to navigate, that they are clear and concise, and that they are easy to use.

The challenge of making government websites accessible is not just a matter of adhering to regulations, but also of ensuring that people with disabilities can use the information that is available to them. This is not an easy task, as there are many factors that can affect the accessibility of a website, including its design, layout, and content. To address these challenges, it is important to take a comprehensive approach to accessibility and usability.

The following tips can help organizations make their websites more accessible and usable for people with disabilities:

1. Ensure that websites are designed with accessibility in mind. This includes using clear and concise language, providing alternative text for images, and ensuring that all content is accessible.

2. Use alternative text for images and other non-text content. This will ensure that people who cannot see the images can still understand the content.

3. Use simple and easy-to-understand language. This will help people who have difficulty understanding complex language.

4. Use clear and concise headings and subheadings to help people navigate the website.

5. Use alternative text for tables and other complex content. This will ensure that people who cannot see the tables can still understand the content.

6. Use a consistent and predictable layout. This will help people who have difficulty understanding complex layouts.

7. Use clear and concise navigation. This will help people who have difficulty understanding complex navigation.

8. Use clear and concise content. This will help people who have difficulty understanding complex content.

By following these tips, organizations can make their websites more accessible and usable for people with disabilities. This will help ensure that everyone has access to the information that they need, regardless of their abilities.
and contributions. After 17 years with PDP, Cecilia Archer-Tucker retired on May 2004 as a Senior Education Specialist with the Department of Computer Training. Cecilia led a variety of curriculum and training teams as a coach with the Department of Child Care Subsidy and was a contributor to many design/development and training projects. In addition, Cecilia served PDP as a Development Dimensions International certified trainer and was a contributor to many PDP workshops and strategic initiatives. PDP thanks Cecilia for her dedicated service, wonderful contributions.

Leanne Friedlander

After nearly 16 years with PDP, Leanne Friedlander retired on February 5, 2004 as a Senior Education Specialist with the Department of Computer Training Services. Leanne was responsible for the development of henry, classroom, virtual session trainings, and the preparation of Regulated Care Training for the Bureau of Adult Services, and Information Technology Services staff on systems trainings. Leanne was known for being thorough and detailed, and she was an expert editor. PDP thanks Leanne for her dedicated service, hard work, and contributions.

Cecilia Archer-Tucker

Cecilia Archer-Tucker retired on March 31, 2004 as a PDP Graphic Designer. Cecilia was known for bringing together IT experts, scholars, policy makers, executives, and political leader to exchange ideas about best practices. Additionally, higher education has provided the foundation for developing IT professionals and supports the continuing growth of digital government. The initial version of e-government was an informational model well ahead of its time. To check the accessibility of a PDF document, go to: File > Info > Inspect Document > Accessibility. This will ensure the document, informs you of any accessibility problems that might exist, and describe how to fix the problems. To check the accessibility of a PDF document on e-government. The initial version of e-government was an informational model well ahead of its time. To check the accessibility of a PDF document, go to: File > Info > Inspect Document > Accessibility. This will ensure the document, informs you of any accessibility problems that might exist, and describe how to fix the problems. To check the accessibility of a PDF document, go to: File > Info > Inspect Document > Accessibility. This will ensure the document, informs you of any accessibility problems that might exist, and describe how to fix the problems. To check the accessibility of a PDF document, go to: File > Info > Inspect Document > Accessibility. This will ensure the document, informs you of any accessibility problems that might exist, and describe how to fix the problems. To check the accessibility of a PDF document, go to: File > Info > Inspect Document > Accessibility. This will ensure the document, informs you of any accessibility problems that might exist, and describe how to fix the problems. To check the accessibility of a PDF document, go to: File > Info > Inspect Document > Accessibility. This will ensure the document, informs you of any accessibility problems that might exist, and describe how to fix the problems. To check the accessibility of a PDF document, go to: File > Info > Inspect Document > Accessibility. This will ensure the document, informs you of any accessibility problems that might exist, and describe how to fix the problems. To check the accessibility of a PDF document, go to: File > Info > Inspect Document > Accessibility. This will ensure the document, informs you of any accessibility problems that might exist, and describe how to fix the problems. To check the accessibility of a PDF document, go to: File > Info > Inspect Document > Accessibility. This will ensure the document, informs you of any accessibility problems that might exist, and describe how to fix the problems. To check the accessibility of a PDF document, go to: File > Info > Inspect Document > Accessibility. This will ensure the document, informs you of any accessibility problems that might exist, and describe how to fix the problems.

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Considering the current, unprecedented, digital and online access, accessibility and usability are more important than ever. This is needed for those who are visually or hard of hearing. Captioning can be added for an individual who is deaf or hard of hearing. The verbal description can be added to the video, just as the written transcript can be added to the video. This is not as easy as simply creating a transcript. This will create the visual cues that are essential for those who are visually impaired.

When using the "Read (e)" button, the "n" button can be used to navigate the document. The "n" button can be used to navigate the document. The "n" button can be used to navigate the document. The "n" button can be used to navigate the document. The "n" button can be used to navigate the document. The "n" button can be used to navigate the document. The "n" button can be used to navigate the document. The "n" button can be used to navigate the document. The "n" button can be used to navigate the document.

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