**Step #1. Communication Description**

Communication Topic: Designing hands-on experiences to help make cutting edge science topics and museum exhibits relevant to wider audiences

Communication Format: Slide presentation with interactive activity

Primary Audience: Museum professional educators

Secondary Audience: Other museum professionals

Tertiary Audience: school teachers

Communication Purpose: Provide a planning framework and toolkit that audience can use to help design programs that are more relevant to their audiences.

Goals:

<table>
<thead>
<tr>
<th>What should all participants gain from the communication? What should each target audience gain?</th>
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<tbody>
<tr>
<td>*These should be specific things that you would like your audience members to do, or know after interacting with the communication.</td>
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</tbody>
</table>

- Participants will be able to propose learning objectives based off a provided topic/hook.
- Participants will have a guide that they can use to help them design new experiences at their home institutions.
- Participants will learn of the work happening at the MIT Museum and visit themselves.
How will the audience(s) engage/interact with the communication?

- Listen to talk
- Participate in group discussion and share ideas

## Step #2. Identification of Potential Barriers

<table>
<thead>
<tr>
<th>What barriers could prevent someone from accessing or reaching the goals of this communication?</th>
<th>Potential Strategies to remove these barriers</th>
</tr>
</thead>
</table>
| Limited space for participants and small space to navigate | - Provide online option  
- Arrange chairs to allow accessible paths |
| Conference is expensive to attend | - Provide recording or other resources free online  
- Can org sponsor some educators to attend? |
| Hearing impairments would prevent hearing what I say | - Provide captioning (automatic through powerpoint or zoom)  
  o Note: not ADA compliant if captions requested by audience  
- ASL interpreter  
- Professional closed captioning |
| Visual impairments would prevent seeing examples | - Spend time describing what figures show |
- Environmental noise from other people moving around or talking could be distracting or overstimulating

- Some audience members may have high sensitivities with different senses

- Participating in group discussions may be difficult for some people

- Use of unfamiliar terms or slightly different definitions of education specific terms

- Language barriers would prevent access to most of content

- Provide braille or raised text handouts if possible

- Use microphone if available or bring portable mic

- Wait for participants to settle before speaking

- Close doors to reduce distractions

- Provide plan for what you will cover and warnings for any loud noises or bright or flashing lights in slides so audience know what to expect

- It is ok for someone to not join a group during the activity and share their ideas out loud

- Define field specific terms as part of the presentation. Avoid technical terms unless required

- Use simplest terms possible for concepts. Provide visuals and demonstrations for important concepts
**Step #3. Development and Testing the Communication**

**Development**
- Explore entire audience journey from different perspectives
  - Finding out about the communication
  - Finding the communication, document or location
  - Interaction with the communication
  - What they do next because of the interaction
- Internal Testing/Practice/Feedback from diverse audiences
  - Different familiarity with subject matter
  - Varying physical and cognitive abilities
  - Speakers of different languages
  - Different ages

Note: For some forms of communication, practice sessions/user testing may not be applicable or possible. In these cases, review similar previous experiences to help identify barriers.

**Results of Initial Testing**
- Use the feedback from these tests

<table>
<thead>
<tr>
<th>Client feedback from user testing</th>
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<table>
<thead>
<tr>
<th>Which strategies for removing barriers to access worked well?</th>
<th>What barriers are still present in the experience?</th>
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</table>

<table>
<thead>
<tr>
<th>Potential Strategies to remove the identified barriers</th>
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</table>
Incorporate feedback into communication plans

**Step #4. Implementation of Communication**

<table>
<thead>
<tr>
<th>Observation of Implemented Experience</th>
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<tbody>
<tr>
<td>How are different participants engaging with the communication?</td>
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</table>

<table>
<thead>
<tr>
<th>Audience Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Audience</td>
</tr>
</tbody>
</table>

| Proposed strategies to address barriers in next iteration or new communications? |