Improving Access and Inclusion Through Multi-User-Friendly Children’s Animations

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The Book of Kells and Old Library Exhibition, TCD
Multi-User-Friendly Animations

• Two short animations for children

• Specially devised

• Multi-user-friendly – accessible to multiple audiences with specific needs
Multi-User-Friendly Animations

1. Received funding from the Heritage Council

   ![Heritage Council Logo]

2. Project team – principle roles:

<table>
<thead>
<tr>
<th>Naoimh Looney</th>
<th>Project management/social media – elements</th>
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<tbody>
<tr>
<td>Garreth Caulfield</td>
<td>Videography/directing – fav bringing script to life</td>
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<tr>
<td>Sinéad Fox</td>
<td>Creative direction/script</td>
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   Colleagues in the Library (MSS)
• One of the colourful characters in *The Very Long Room*

• Enchanted visit – rare treasures
• Characters – *Seagull, Seagull*

• About monks on island of Iona creating the Book of Kells
Triggers Curiosity

• Story-telling – rhyme, rhythm and repetition

• Facts woven into story and visuals, not stated

• Basic concepts - prompt questions

• Stimulus to deeper engagement- spark curiosity, find out more
Multi-User-Friendly Animations

• Idea - picture-book

• Rhyming story – abridged version used for Seagull

• Another for the Long Room
Access and Inclusion

Aim: To improve access, inclusion and participation in heritage activities at our exhibition by young children, particularly those with disabilities.

How? Three versions
• Standard
• Audio description (blind children)
• Irish sign language and subtitles (deaf children)
Access and Inclusion

• These features sometimes added at end of production, however in these animations: **accessibility built-in from the outset**

• Considered in every decision
For example ISL (Irish sign language) versions. Some of the things considered:

- Male voice chosen – high freq loss
- Script pre-approved by sign language interpreter – pace
- Space on-screen for the signer considered – big signer
Access and Inclusion

Sticking with e.g. of ISL versions:

• Collaborated with Centre for Deaf Studies (CDS) at Trinity - enlightening

• Collaboration marks ISL Act last Dec and 20\textsuperscript{th} anniversary of CDS

• Launch – group of deaf children – screening & tour in Old Library (restrictions)
Online Content

• Second aim: To create online educational content to prompt meaningful interactions following the loss of access during Covid-19 closures

• Online content - online launch in March
  - Animations on website, registered with Heritage in Schools and Dublin Learning City, distributed through various orgs, social media
• What’s next for William and friends?
  - New home – exhibition
  - Appearing in new discovery trails

• Link to animations on Book of Kells website:
Key Learnings

1. Get an understanding of the process ahead
   - Structured process working with animators
   - meeting re. visuals > back and forth on tight schedule > problems

2. Have characters fully developed before starting – decisions straight away

3. Be clear what you are prepared to compromise on – right things

4. Think carefully before saving on voiceover – backbone of animation

5. Expect some deviation from your vision
Thank you