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Audio Summaries Help Improve Understanding & Engagement

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THE UNIVERSITY OF VERMONT
CENTER ON DISABILITY &
COMMUNITY INCLUSION

Introductions



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**Center on Disability & Community Inclusion (CDCI)
@ the University of Vermont**



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2 big takeaways:

Audio summaries
help improve
understanding &
engagement

CDCI's use of audio
marks a change in
how we interact
with our CAC



About CDCI

The Center on Disability & Community Inclusion (CDCI) at the University of Vermont is Vermont's UCEDD.

We're home to 34 full-time staff, and 26 current projects.



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We produce and share: a podcast




One episode per month,
available as video,
downloadable audio
(.mp3) and an annotated
transcript.



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Plain language research summaries



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**RECOMMENDED
RESEARCH**

Video Abstracts and Plain Language Summaries Help Make Research Accessible

Summarized by Audrey Homan | Winter 2023 | [audio version \(.mp3\)](#)

ARTICLE: Bredbenner, K, Simon SM (2019). Video abstracts and plain language summaries are more effective than graphical abstracts and published abstracts. *PLoS ONE* 12(11): e0224697.
<https://doi.org/10.1371/journal.pone.0224697>

Why do this research?

Most research includes a short summary of the work, called an “abstract”. And most abstracts are text, written with a lot of technical language and jargon. This study looked at what happens if researchers present research summaries as either a video, a plain-language summary, or a graphic. They wanted to know: would people like those kinds of abstracts better than the regular written kind? Would those kinds of abstracts make research more accessible?

What did the researchers do?

The researchers took two similar research studies on HIV and blood, and they made a video, a plain-language summary, and a graphic summary for each of them. The researchers showed these summaries to 538 people.

Then they:

- asked each participant how much they liked the kind of summary they were given
- asked each participant what kind of summaries they usually liked
- and they gave each participant a quiz on the content.

They also asked each participant whether they worked in science, in a science-related field, in a non-science field, or whether they were a student.

One per quarter,
available as a .pdf, and
as downloadable
audio (.mp3).

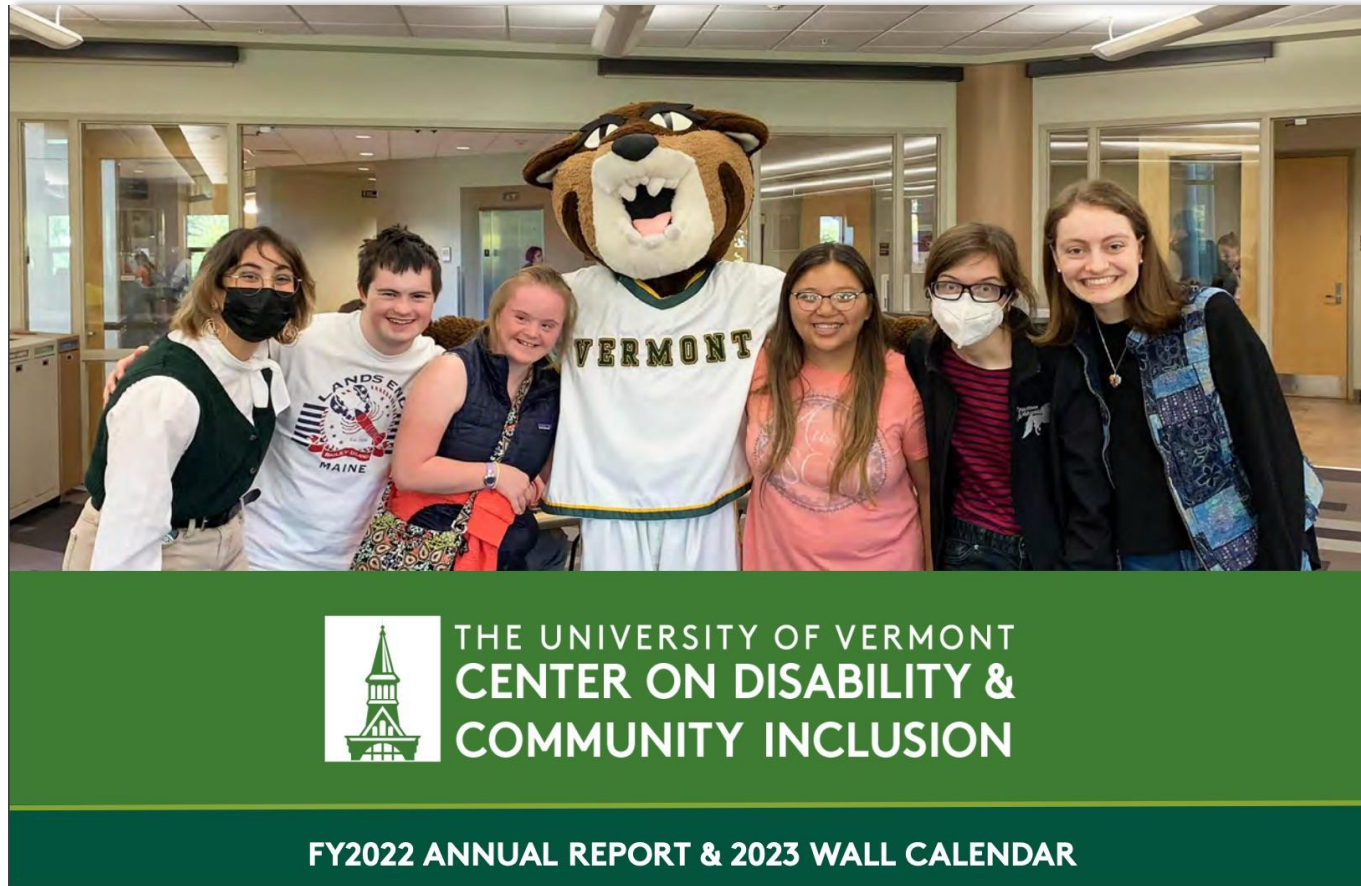


Downloadable audio for our videos

All videos have edited captions, and most* also have transcripts and downloadable audio (.mp3).

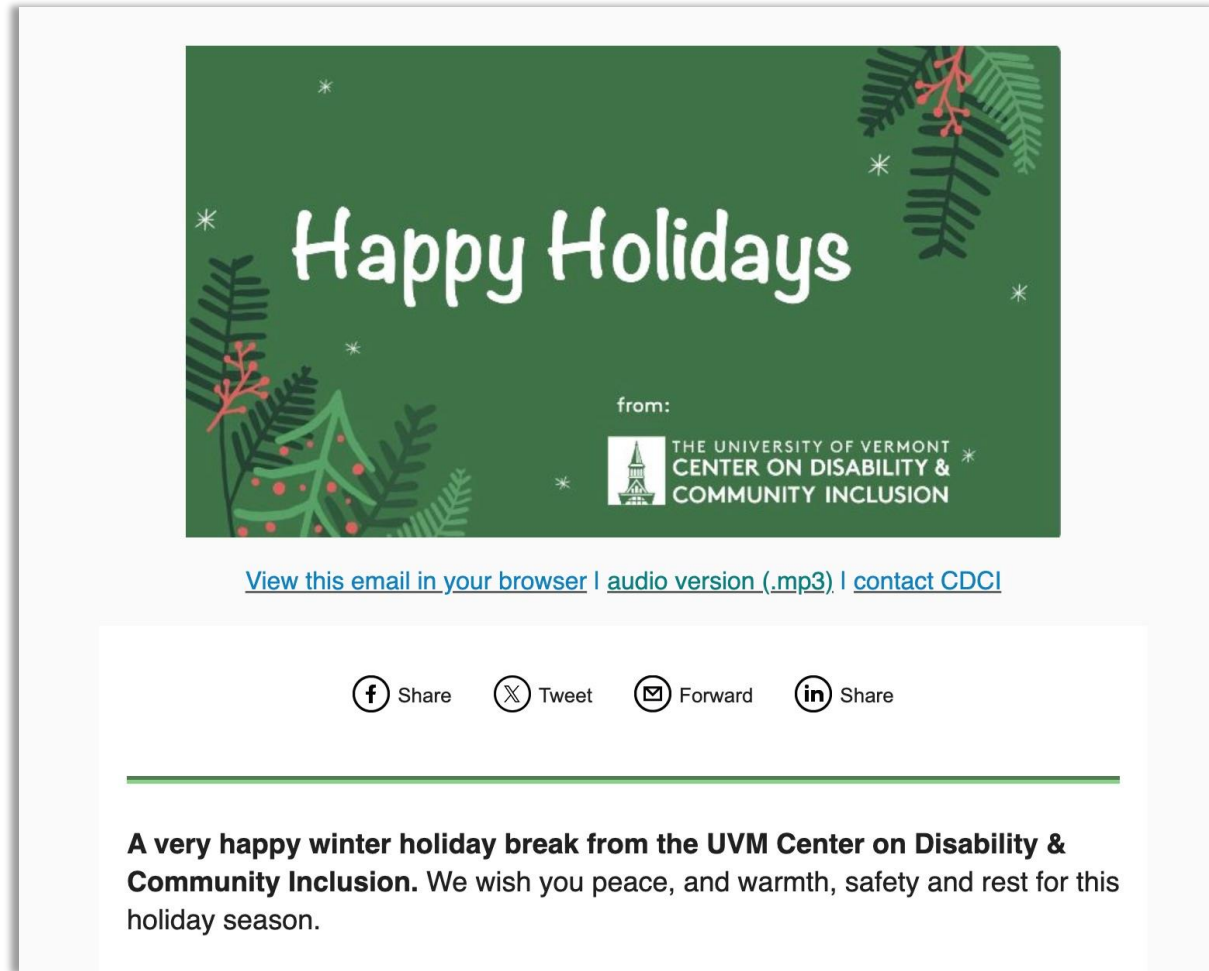


Downloadable audio for all our reports



All our annual reports, data briefs, and project reports have [downloadable audio \(.mp3\)](#) versions.

Audio versions of (most of) our newsletters




Most of our newsletters include a [downloadable audio \(.mp3\)](#) version.

Why?



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Because research suggests that people learn more from video + plain language.

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But more importantly, because our CAC told us to.



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And we've changed how we use our CAC.

BEFORE



NOW



**We presented
our work, then
asked for
feedback.**

**We ask the CAC to
tell us what they'd
like us to work on.**



And as a surprise benefit, we've found that audio versions do incredibly well in terms of engagement numbers.



2024 ANNUAL REPORT



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(As do the videos)

1. Start by Noticing and Listening as a Way of Respect.

One, start by noticing and listening as a way of respect.



Recommended Research Summary: Developing concepts with children and adults who are DeafBlind



UVM Center on Dis...
536 subscribers

Analytics

Edit video

23



Share

Promote



1.8K views 7 years ago

This video summarizes Miles, B., & McLetchie, B. (2008). Developing concepts with children who are deaf-blind. National Consortium on Deaf-Blindness. The summary was written by Barbara Miles, Christopher Russell, Emma Nelson, Helene Gallagher, and Lisa Woodward. ...more



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How?



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**We started with
GarageBand,
and a closet.**



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Then we
learned our
campus has
a radio
station



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**And we
learned that
radio station
is
inaccessible.**



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**So we
built our
own
media
lab.**



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Mann Hall Media Lab Equipment List

EQUIPMENT	COST	SOURCE
Podcast microphones with boom arms and pop filters (4)	25.00 each	Amazon
Green screen	0	Donated by retiring faculty
Interview microphones with stands and XLR cables	0	Neighboring department fire sale
Roll of cork for acoustic baffling	0	Donated by staff member post-house renovation
Table and chairs	0	Provided free by College
Headphones (4)	19.99 each	Amazon
Ring light	12.00	Amazon
Tripods (3)	0	Neighboring department fire sale
Quilts for acoustic baffling	0	My mom made them. (Thanks mom!)
iPad mini for filming	0	Neighboring department fire sale
New iPad for filming, plus case, TRS connector	\$800	Campus computer depot

Overall: our CAC is pleased, our engagement numbers are up, our projects are filling up our own Media Lab's calendar, and we're slowly building audio into more of our workflows.

(did we mention our CAC is pleased)



Questions?



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Thanks for your time.

Access this presentation online:

- as a .pdf
- or narrated audio
- Or just email me: Audrey.homan@uvm.edu

