3D Printing Feedback Form

The form can be completed in whatever way is most convenient for you:

* Write on the form, take a photograph and email it to your accessible format production team or Leona.holloway@monash.edu
* Write on the form and send it back with the model.
* Fill in a form online at <https://forms.gle/ZzupsRXdWrYW1Rhj8>

## Consent

**Project ID:** 3D printing to improve access to graphics by People with Vision Impairments

**Project title**: 18075

I have been asked to take part in the Monash University research project stated above. I have read and understood the Explanatory Statement (at the end of this document) and I hereby consent to participate in this project through answering questions in this survey.

# Teacher

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_

Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact details (if you are available for telephone/zoom interview): \_\_\_\_\_\_\_\_\_\_\_\_

# Student

Year level: \_\_\_\_\_\_\_\_\_\_\_\_

Level of vision:

* Totally blind or light perception only
* Low vision

Formats used:

* Braille
* Enlarged print
* Tactile graphics
* Screenreader

Additional disabilities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# 3D model

Model name/description: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Curriculum area and concept being studied: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What other accessible materials were used alongside the 3D model to teach the concept?

* Text
* Print graphic
* Verbal description
* Tactile graphic
* Other physical objects

How was the 3D model labelled?

* None
* Verbal description
* Braille on the model
* Tactile symbols on the model
* Accompanying key
* Basement (tactile graphic with outline of the 3D model and braille or large print labels)
* QR code
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Was the 3D model also used by other (sighted) students in the class?

* yes
* no

How much time was spent using the model? \_\_\_\_\_\_\_\_\_\_\_\_\_\_ minutes

What are the advantages/disadvantages of the 3D model over other techniques you may have used?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Would you use a 3D model next time you are teaching the same concept?

* Yes – the same model
* Yes – a modified model
* No

How could the 3D model or accompanying information be improved? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional teacher comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explanatory Statement**

**Project title**: 3D Printing to Improve Access to Graphics by People with Vision Impairments

**Project number**: 18075

**Research Assistant: Leona Holloway**   
Department of Information Technology   
Monash University   
Phone: (03) 990 32401   
email: leona.holloway@monash.edu

**Chief Investigator: Prof Kim Marriott**   
Department of Information Technology   
Monash University   
Phone: (03) 990 55525   
Email: [kim.marriott@monash.edu](mailto:kim.marriott@monash.edu)

**Chief Investigator: Dr Matthew Butler**   
Department of Information Technology   
Monash University   
Phone: (03) 990 31911   
Email: [matthew.butler@monash.edu](mailto:matthew.butler@monash.edu)

**Partner Investigator: Sonali Marathe**Royal Institute for Deaf and Blind Children (RIDBC)  
Phone: (02) 9872 0234  
Email: [sonali.marathe@ridbc.org.au](mailto:sonali.marathe@ridbc.org.au)

**Partner Investigator: Debra Lewis**Statewide Vision Resource Centre  
Phone: (03) 9841 0242  
Email:lewis.debra.d@edumail.vic.gov.au

You are invited to take part in this study. Please read this Explanatory Statement in full before deciding whether to take part in this research. If you would like further information regarding any aspect of this research, you are encouraged to contact the project investigators using the details listed above.

# What does the research involve?

This project aims to transform the provision of accessible graphics within Australia by exploring 3D printing as a new method for conveying graphics through touch.

*Group 1 (Visiting teachers***):** Monash University is partnering with the Victorian Department of Education & Training, RIDBC, SPEVI and others to investigate the use of 3D printed models for teaching tactile literacy and STEM to children who are blind or have low vision. You are invited to work with the research team by requesting and using 3D printed models with your students, and to provide feedback via this form. If you provide your contact details, you will also be invited to participate in a remote interview no more than 1 hour in length. Audio recording may be used.

## Why were you selected for this study?

You were selected for this study as you are a classroom teacher, vision specialist teacher or aide working with students with vision impairment.

## What COVID safety measures are in place?

# When using 3D models with your students, we would suggest that those involved use hand sanitiser before and after touching the model. 3D printed models can be cleaned between sessions using a disinfectant spray or warm soapy water. Please do not use hot water as the model may melt and deform.

It is assumed that you will follow the current government and workplace guidelines with regards to social distancing and wearing of a mask while using the 3D printed models.

## Consent and withdrawal

Participation in this study is entirely voluntary. Even if you agree to take part in the study, you can withdraw your permission at any time and any material collected up that time will be discarded.

Participation in this study is not a workplace requirement. You may use the 3D printed materials being offered without participating in the study. Your inclusion or exclusion in the study need not be known by your workplace managers or colleagues.

## Source of funding

This research is funded by the Australian Research Council (ARC) Linkage Project LP170100026, with support from the Department of Education and Training Victoria, Round Table on Information Access for People with Print Disabilities, Inc., South Pacific Educators in Vision Impairment, Royal Institute for Deaf and Blind Children, Guide Dogs Victoria and the Royal Society for the Blind.

## Possible benefits

Participants may benefit from the research through the use of 3D printed objects education or orientation and mobility.

The project aims to benefit the low vision community by supporting the use of 3D printed models for improved access to graphics.

## Potential risks

This research involves minimal risks.

All materials used are non-toxic and 3D prints will be checked to ensure there are no sharp edges.

Models with small parts should not be given to children under the age of 3 as they may pose a choking hazard.

## Confidentiality

Your participation in this study will not be made known to others and your details will remain confidential.

Results will be published in aggregated form so that individual participants cannot be identified.

## Storage of data

Data relating to the project will be retained for a minimum of five years, in accordance with research requirements. The raw data will be stored in a secure location able to be accessed only by the research team.

After it is no longer required, all data will be destroyed in a secure manner.

## Results

Results of the study and overall project will be published through academic and professional journals and conferences, and be used to form the basis of guidelines to be published by Round Table.

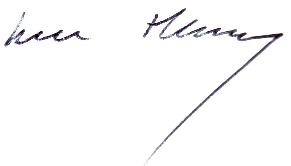
Notification of publications will be made available at [accessiblegraphics.org](http://accessiblegraphics.org) and results will be made available on request.

# Complaints

Should you have any concerns or complaints about the conduct of the project, you are welcome to contact the Executive Officer, Monash University Human Research Ethics (MUHREC):

|  |
| --- |
| Executive Officer Monash University Human Research Ethics Committee (MUHREC)  Room 111, Building 3e Research Office Monash University VIC 3800  Tel: +61 3 9905 2052 Email: [muhrec@monash.edu](mailto:muhrec@monash.edu) Fax: +61 3 9905 3831 |

Thank you,



Leona Holloway

# Further contacts

Elizabeth Levesque  
Manager, Victorian Deaf Education Institute  
Department of Education and Training, Victoria  
[levesque.elizabeth.m@edumail.vic.gov.au](mailto:levesque.elizabeth.m@edumail.vic.gov.au)

Harzita Hashim  
Manager, VisionEd  
Royal Institute for Deaf and Blind Children  
[harzita.hashim@ridbc.org.au](mailto:harzita.hashim@ridbc.org.au)

Shelley Pannier  
Client Services Manager  
Guide Dogs Victoria  
[shelleyp@guidedogsvictoria.com.au](mailto:shelleyp@guidedogsvictoria.com.au)

Marjorie Hawking  
Administration Assistant  
Round Table on Information Access for People with Print Disabilities, Inc.  
[admin@printdisability.org](mailto:admin@printdisability.org)

Tony Starkey  
Manager, Government Relations & Accessibility  
The Royal Society for the Blind

[Tony.Starkey@rsb.org.au](mailto:Tony.Starkey@rsb.org.au)