

Effects of Animation on Iconicity of Symbols by SLP students

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Abstract

• Animation offers a potentially beneficial technology to facilitate the understanding of actions and prepositions depicted by graphic symbols designed for augmentative and alternative communication (AAC).

This project aimed to evaluate the effects of animation and graphic symbol type (ALP Animated Graphics Set, Picture Communication Symbols) on the transparency and translucency of verbs and prepositions in college SLP graduate students.

Background

• Graphic symbols are a low-tech necessity for most aided AAC systems
• Actions and prepositions may be difficult to represent

Purpose

• What are the effects of symbol format (animated, static) and symbol type (ALP, PCS) on the guessability and translucency of graphic symbols for verbs and prepositions in college SLP graduate students?

Participants

• 134 SLP undergraduate and graduate students were recruited from: (a) Northeastern University, (b) Eastern Washington University, and (c) Texas Tech University Health Sciences Center.
• 18 years or older
• English primary language
• No uncorrected vision problems
• Unfamiliar with PCS/ALP (before taking AAC course)

Design and Measures

• Students were randomly allocated (in a concealed manner) to 4 conditions: ALP-animated; ALP-static; PCS-animated; and PCS-static.

Procedures

• All participants will receive the transparency task first followed by the translucency task

Results

One-way within-subjects ANOVA

• Two transparency response booklets
  • Numbered sequence, from 1 to 24 (verbs)/1 to 8 (prepositions), and a blank line next to the number (to write the meaning of the symbol).

Discussion

• Symbol format & symbol type affect transparency & translucency of prepositions and verbs
• ALP Animated condition played a front-runner role although it did not outdo all other conditions at the same time

Key References


