

Designing for Diversity

Human Computer Interaction

Luigi De Russis, Fulvio Corno

Academic Year 2021/2022

What we (should) know...













- It is important to design for the user, to follow a human-centered process
- *"People are a mess"*
 - they have different abilities and weaknesses
 - they come from different backgrounds and cultures
 - they have different interests, viewpoints, and experiences
 - they are of different ages and sizes
 - ...
- All these things have an impact on the way in which a person use a software application and, indeed, on whether they can use it at all

Are We Designing For People Like Us?

- If we use our own abilities as a starting point...
- ... we make things that are easy for some people to use, but difficult for everyone else
- ... we end up with systems designed for people like us
 - specific gender, age, language ability, tech literacy, physical ability, specific access to money, time, etc.

"Normal"... Who?

- The interactions we design with technology depend heavily on what we can understand/remember, see, hear, say, and touch
- Assuming all those senses and abilities are fully enabled all the time means ignoring several people
 - it also reflects how people really are, as "life happens"
- We want our designs to reflect that diversity

	Permanent	Temporary	Situational
Touch	 One arm	 Arm injury	 New parent
See	 Blind	 Cataract	 Distracted driver
Hear	 Deaf	 Ear infection	 Bartender
Speak	 Non-verbal	 Laryngitis	 Heavy accent

Principles and Methodologies

Inclusive and Universal Design

Inclusive Design

- A design methodology that enables and draws on the full range of human diversity
 - i.e., including and learning from people with a range of perspectives
- Designing a diversity of ways to participate so that everyone has a sense of belonging
- It not a "one size fits all" approach, but a "*one size fits one*"
 - it is more designing a system, a portion of it, or an application for a specific use case and extending this to others
- **Beware:** there is no "standard" and shared definitions, principles, and practices
 - here, we rely on a recent definition and practices by Microsoft Design (<https://www.microsoft.com/design/inclusive/>)

Three Principles of Inclusive Design

1. Recognize exclusion

- it means examining what you are building, and recognizing who would be excluded from using it
- sometimes exclusion happens when we do not pay attention to our biases, and it could be temporary or situational

2. Learn from diversity

- put people at the center of the design process from day zero
- we can try to imagine how a person with a given set of abilities would use a system
- we cannot imagine her various contexts, being them situational, emotional, or what gives her joy or frustration

3. Solve for one, extend to many

The Beauty of Constraints

- Designing for people with permanent disabilities can seem like a significant constraint...
- ... but the resulting designs can benefit a much larger number of people
- Examples?



The Beauty of Constraints

- Designing for people with permanent disabilities can seem like a significant constraint...
- ... but the resulting designs can benefit a much larger number of people
- Examples
 - closed captioning was created for the hard of hearing community, but they are useful for reading in a crowded airport or to teach children how to read
 - remote controls, automatic door openers, audiobooks, ...



Example: Creating a Video Game

- You're creating a video game for **console**
- A **competitive** game, with characters who need to jump, run, ... maybe even drive, at a certain stage.
- Who are you excluding?
 - Be sure to include various contexts/situations, not just "edge cases".
 - Which of them can you observe, and how?
- Which 1-2 solution(s) can we come to, then?

Example: Creating a Video Game

- Jumping, running, driving, ... will require fine motor skills to compete.
- Possible factors to consider:
 - what if you have limited mobility?
 - or if you never played a video game before?
 - ...

Example: Creating a Video Game

- A possible solution: a co-pilot mode
 - allows two game controllers to work together, so that two people can control the same character, or car, or...
 - in this way, an advanced or skilled player can play alongside someone who might need more assistance
- This opens gaming to various kinds of people
 - people with disabilities or temporary injuries
 - novice gamers
 - kids
 - people who just want to play together without competing

Copilot Mode – Xbox One

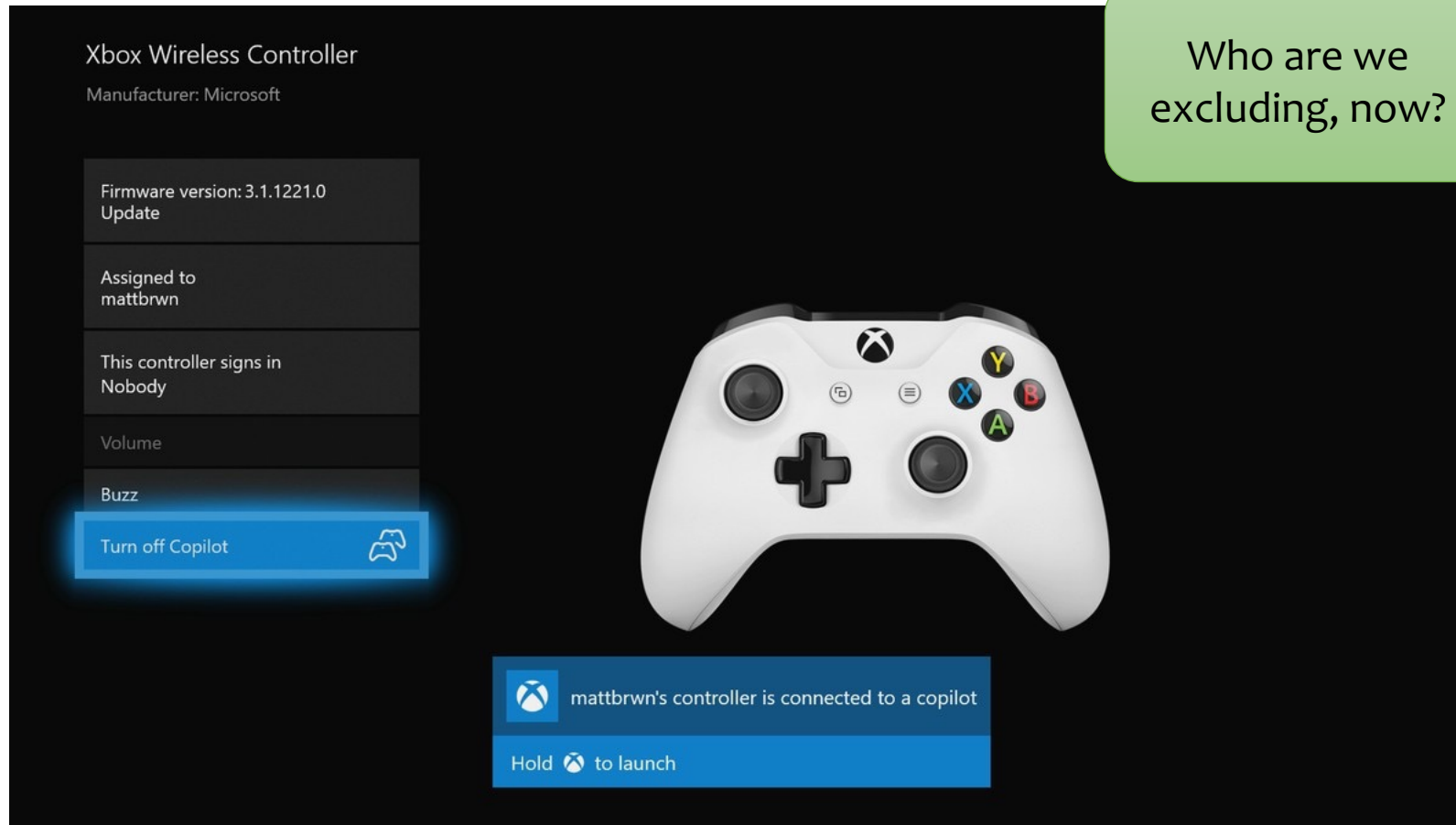
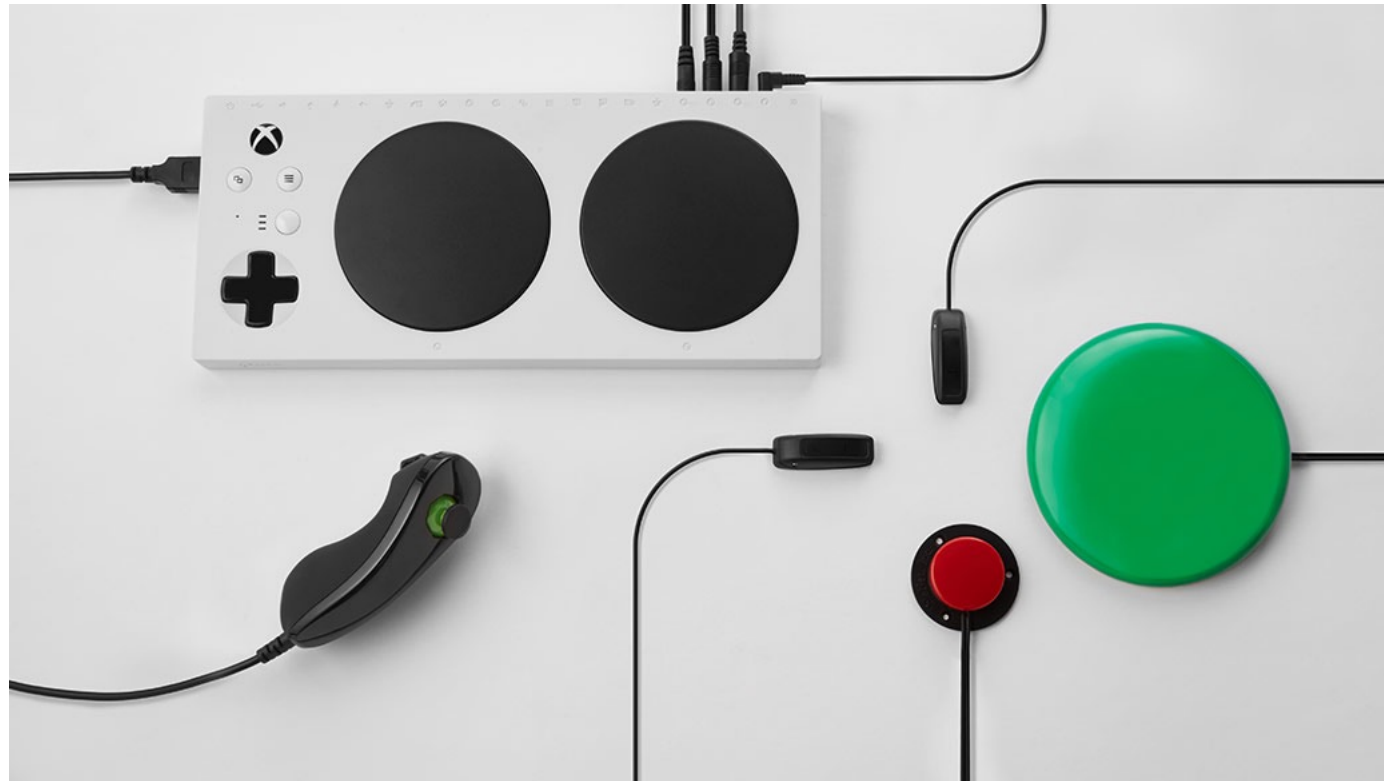


image from <https://www.windowcentral.com/xbox-one-copilot>

Xbox Adaptive Controller



source: <https://xbox.com/adaptive-controller>

Are We Speaking About Accessibility?

- Not only
 - accessibility is an attribute, inclusive design is a method
- Accessibility focuses primarily on people with disabilities
 - ensuring that there are no barriers to serving them
 - via testable accommodations able to solve a technical, design, physical, or cognitive barrier to engaging with a system or product
- Inclusive design will make your systems and products more accessible, but it is not a process for meeting all accessibility standards
- Accessibility and inclusive design work together to make experiences that are not only compliant with some standards, but usable and open to all

Universal Design

- Designing interactive systems that are usable by anyone, with any range of abilities, using any technology platform
- A "one size fits all" approach, less prone to consider very specific cases
 - it is strongest at describing the qualities and nature of a final design
 - it might not involve the participation of some excluded communities
- Born for the physical world, then adopted in the digital one

The Principles of


Universal Design



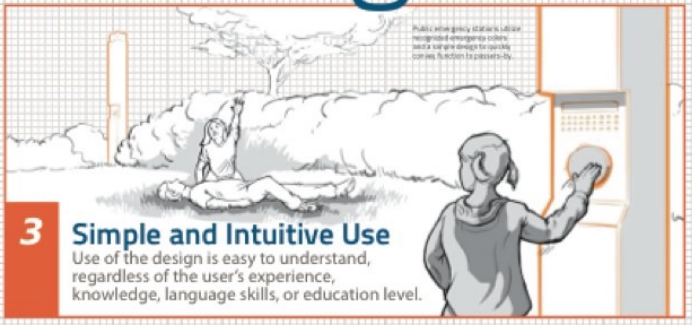
Planned door with automatic operation for all shoppers, regardless of height or fat.

1 Equitable Use
The design is useful and marketable to people with diverse abilities.

2 Flexibility in Use
The design accommodates a wide range of individual preferences and abilities.

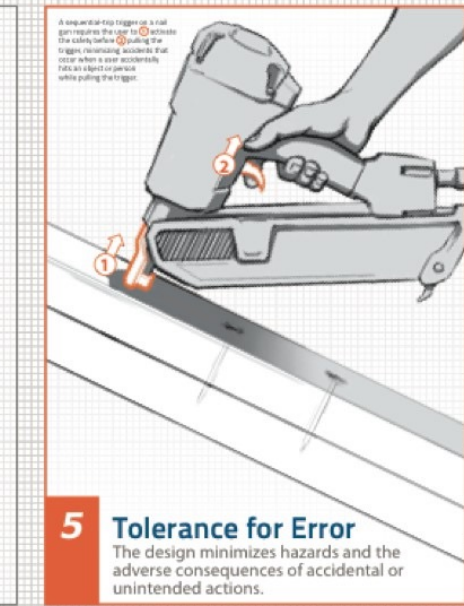


Large grip minimizes accommodation user with either hand and allows activation between the two in highly repetitive tasks.



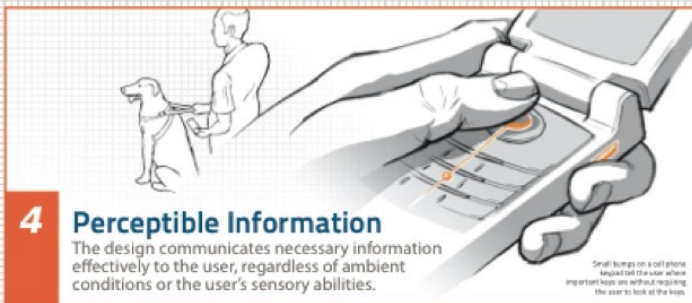
Public emergency station is usable regardless of emergency response time or emergency response location.

3 Simple and Intuitive Use
Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or education level.



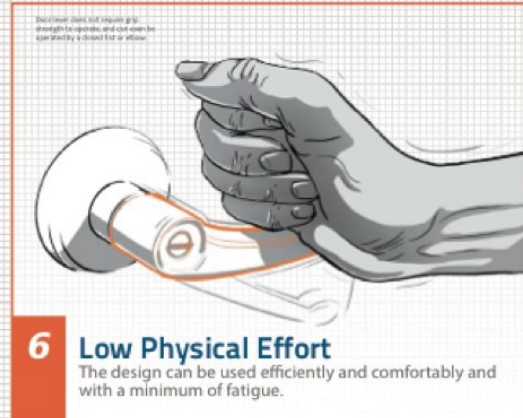
A sequential step trigger on a call requires the user to activate the safety surface by pulling the trigger, preventing accidents that occur when a user accidentally hits an object or person while pulling the trigger.

5 Tolerance for Error
The design minimizes hazards and the adverse consequences of accidental or unintended actions.



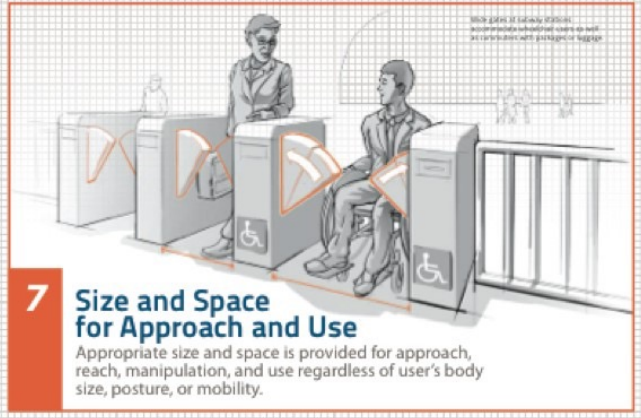
Small buttons on a cell phone are used to activate important keys and without requiring the user to look at the keys.

4 Perceptible Information
The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.



Door lever does not require grip strength to operate, and can also be operated by a closed fist or elbow.

6 Low Physical Effort
The design can be used efficiently and comfortably and with a minimum of fatigue.



Wide gates at transit station accommodate wheelchair users as well as a person with a package or luggage.

7 Size and Space for Approach and Use
Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

 Center for Universal Design at NC State
Web: design.ncsu.edu/ucd | Email: ucd@ncsu.edu
Reproduction of this public document is permitted at no cost for non-profit use.

<https://www.interaction-design.org/literature/article/learn-to-create-accessible-websites-with-the-principles-of-universal-design>

Universal and Inclusive Design: Examples



<https://www.youtube.com/watch?v=pqdbabk-ohk>

Guidelines

Accessibility... for the Web

Accessibility... and the Web

- Despite the great potential that the Web might have for people with disabilities, this potential is still largely unrealized
 - some sites can only be navigated using a mouse
 - only a very small percentage of video or multimedia content has been captioned
 - very few websites are fully usable by people who are blind
- Web accessibility encompasses all disabilities that affect access to the Web: auditory, cognitive, neurological, physical, speech, visual
 - also situational or temporary impairments

Web Accessibility Relies on Several Components

- Web content
 - text, images, forms, multimedia, scripts, etc.
- User agents
 - browsers, voice browsers, mobile browsers, ..., and some assistive technologies
- Authoring tools
 - code editors, content management systems, database scripts, etc.

W3C Web Accessibility Initiative

- The W3C Web Accessibility Initiative (WAI) provides a set of **guidelines** that are internationally recognized as standards
 - [Web Content Accessibility Guidelines \(WCAG\)](#)
 - [User Agent Accessibility Guidelines \(UAAG\)](#)
 - [Authoring Tool Accessibility Guidelines \(ATAG\)](#)
 - [Accessible Rich Internet Applications \(WAI-ARIA\)](#)
- and adopted in laws, e.g., the Italian's Stanca Act that promotes the accessibility of information technology

WCAG 2.0: Example

Principles	Guidelines	Level A	Level AA	Level AAA
1. Perceivable	1.1 Text Alternatives	1.1.1		
	1.2 Time-based Media	1.2.1 – 1.2.3	1.2.4 – 1.2.5	1.2.6 – 1.2.9
	1.3 Adaptable	1.3.1 – 1.3.3		
	1.4 Distinguishable	1.4.1 – 1.4.2	1.4.3 – 1.4.5	1.4.6 – 1.4.9
2. Operable	2.1 Keyboard Accessible	2.1.1 – 2.1.2		2.1.3
	2.2 Enough Time	2.2.1 – 2.2.2		2.2.3 – 2.2.5
	2.3 Seizures	2.3.1		2.3.2
	2.4 Navigable	2.4.1 – 2.4.4	2.4.5 – 2.4.7	2.4.8 – 2.4.10
3. Understandable	3.1 Readable	3.1.1	3.1.2	3.1.3 – 3.1.6
	3.2 Predictable	3.2.1 – 3.2.2	3.2.3 – 3.2.4	3.2.5
	3.3 Input Assistance	3.3.1 – 3.3.2	3.3.3 – 3.3.4	3.3.5 – 3.3.6
4. Robust	4.1 Compatible	4.1.1 – 4.1.2		

References

- Microsoft's Inclusive Design 101 Toolkit
 - <https://www.microsoft.com/design/inclusive/>
- Blog post on "Inclusive Design Principles"
 - <https://medium.com/microsoft-design/inclusive-design-principles-77f7c5f639da>
- Alan Dix, Janet Finlay, Gregory Abowd, Russell Beale: Human Computer Interaction, 3rd Edition
 - Chapter 10



License

- These slides are distributed under a Creative Commons license “**Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)**”
- **You are free to:**
 - **Share** — copy and redistribute the material in any medium or format
 - **Adapt** — remix, transform, and build upon the material
 - The licensor cannot revoke these freedoms as long as you follow the license terms.
- **Under the following terms:**
 - **Attribution** — You must give [appropriate credit](#), provide a link to the license, and [indicate if changes were made](#). You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
 - **NonCommercial** — You may not use the material for [commercial purposes](#).
 - **ShareAlike** — If you remix, transform, or build upon the material, you must distribute your contributions under the [same license](#) as the original.
 - **No additional restrictions** — You may not apply legal terms or [technological measures](#) that legally restrict others from doing anything the license permits.
- <https://creativecommons.org/licenses/by-nc-sa/4.0/>

