IDE5104 ACCESSIBILITY AND INCLUSIVE DESIGN SEMINAR  Fall 2018

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Instructor Office Hours  by appointment
Course Time & Location  Lecture: Tuesdays 13:05-15:55 RB 3220

COURSE DESCRIPTION
This course provides foundational knowledge, exploring interdisciplinary approaches for incorporating accessible, inclusive, and human-centered design principles into the research, design, and development of products, information, and environments that can be used by all people, regardless of ability.

The course sessions may include a range of visitors and visits. Students will work in interdisciplinary teams to investigate, document, and present case studies addressing current and evolving perspectives on disability and accessibility that are relevant to taking a lead in bringing accessibility to the forefront in the areas of engineering, ICT, and design.

LEARNING OUTCOMES
By the end of this course, students will be able to:

1. Differentiate among inclusive and accessible design principles for problem identification, ideation, and evaluation in the creation of products, services and/or environments to be used by the largest number of people, regardless of age, gender, or abilities.
2. Recognize and develop empathy for the diversity and uniqueness of end-user needs, including evolving motor, cognitive, and sensory capabilities.
3. Understand a range of basic qualitative and quantitative human-centered design research and analysis processes, such as in-situ ethnographic user studies and usability testing, for the design of inclusive and accessible design solutions or standards.
4. Consider accessibility from multiple perspectives, including technical, ethical, social, individual, and legislative.
5. Use course resources skillfully to support critical opinions about current and evolving perspectives on disability and accessibility that are relevant to taking a lead in bringing accessibility to the forefront in the areas of engineering, ICT, and design.
6. Effectively communicate ideas through visual, written, and oral presentations.
7. Cooperate with interdisciplinary team members in working through class exercises and assignments.
8. Adopt professional/responsible behaviour.

**COURSE SCHEDULE**

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<th>THEME</th>
<th>WEEKLY ACTIVITIES</th>
<th>MEDIA/READINGS</th>
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<tr>
<td>[1] S11 Disability Awareness</td>
<td>Course Introduction - Disability Awareness Exercises - READi program - Assignment 1: Introduction &amp; planning - Class visitor: Dr. A Chan - Introduce TCPS2 tutorial</td>
<td>In-Class Videos</td>
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<td>(for articles in Ares-go to Library Reserves folder on CULearn, then to Ares &amp; download) Read/View before class &amp; be prepared for discussion</td>
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<tr>
<td>[3] S25 READi Symposium</td>
<td>Assignment 2: Gathering Information from attendees</td>
<td>TCPS2 certificates MUST BE SUBMITTED on CULearn prior to symposium</td>
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| USER-Centred Design Research | - Class visitors: Professors Trudel & Stewart  
Review Assignment 2: Team Thematic Presentations | Video: Turning the Page at H’art of Ottawa  
https://vimeo.com/114442912  
Practicalities of Working with Users. Yielding & Cassim p. 149-163 (14)  
Background  
| Field Trip to Queens University | Assignment 2: Team Blogs & Interview Questions posted on class web site | Background readings for trip:  
Enhancing Activity & Participation. Davies p. 361-369 (8) |
| Field trip to Ottawa Rehab Centre | | The evidence Gap for Assistive devices. Lemaire 39-45 (5) |
| Assistive Technologies | Group 2 facilitates  
-Possible class visitor(s)  
Assignment 2- Brief in-class discussion of team blogs | Approaches to Estimating User-Exclusion. Clarkson et al. p 304-310 (6)  
Making the Case for Inclusive Design. Waller et al. p. 297-303 (6.5)  
Individual Team Blog Comment sheets submitted on CULearn before class  
See Background Reading resources in reference section below |
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<td></td>
<td>Assignment 2- Individual progress reports</td>
<td>Sensory Environments. In book The Senses: Design beyond Vision p 123- 137 (15)</td>
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<td>Deaf Space. In book The Senses: Design beyond Vision p 138- 147 (10)</td>
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<td>Assignment 2- Individual progress reports</td>
<td>AccessAbility: A Practical Handbook on Accessible Graphic Design</td>
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<td>Accessibility: Usability for All. Soegaard.</td>
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<td>Envisioning the future for older adults: Autonomy, health, well being and social connectedness. Rogers &amp; Mitzner p133-139 (6)</td>
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<td>Envisioning Inclusive Futures. Sullivan &amp; Sahasrabudhe p.140-148 p140-148 (8.5)</td>
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Please Bring Laptops to Class

CULEARN
To access your courses on cuLearn go to http://carleton.ca/culearn. For help and support, go to http://carleton.ca/culearn/students. Any unresolved questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or via email at ccs_service_desk@carleton.ca.

COURSE COMPLETION & COURSE EVALUATION INFORMATION

1. Assignment 1, Part 1: Individual Reading Reviews 15%
2. Assignment 1, Part 2: Team Reading Facilitation 15%
3. Assignment 2, Part 1: Team Case Study 25%
4. Assignment 2, Part 2: Individual Case Study 35%
5. Professionalism & Participation 10%

Assignment 1: Course Readings
Part 1: Each student will submit brief reading summaries & provocative/clarifying questions for each of the required readings, as explained in the assignment document.

Part 2: Teams of students will facilitate one class discussion on designated weeks through dialogues, exercises, and comparisons/contrasts of the highlights of the weekly readings.

Assignment 2: Case Studies: Accessibility & Inclusive Design Professionals
- Teams of students will gather information about and from select Inclusive design professionals at the REAdi Symposium and analyze their interests & contributions for further study.

Part 2: Individual students Interviews, Analysis, and Synthesis
- Individual students will each probe further into the work of one local accessible and inclusive design professionals to develop an online case study that critically reviews their contributions, expectations, and desires, as explained in the assignment document.
STUDENT CONSIDERATIONS AND RESPONSIBILITIES

Individual/Group Work
Courses may include various combinations of individual and group work. Students must demonstrate individual aptitude. It is important where collaborative work is undertaken that students be able to clearly demonstrate that individual contribution has been made. Where the evaluation for individual work is below a passing grade, that grade will be awarded for the course.

Review Attendance
Attendance at scheduled SID reviews is mandatory. These are equivalent to exams in IDES courses when indicated in the course outline. Failure to attend will result in a grade of F. If you are not able to attend a review, you are required to call the General Office (613-520-5672) and/or send an email to id@carleton.ca to leave a message in advance. A comprehensive medical certificate or other documentation to substantiate the absence must be submitted as soon as possible after the review. The documentation must state the date of illness onset, the expected date of recovery, and the extent to which the student is incapacitated. A student who does not remain for the complete review session, who does not present as scheduled, or who arrives late for the review, without approval from the instructor, will receive a 10% grade reduction for that review.

Course Deliverables
All deliverables submitted late will accrue a 10% per day deduction from the determined grade, to a maximum of 3 days, from the original deadline time and date. Failure to submit within 3 days, without approval from the instructor, will result in a grade of F.

Participation and Professionalism
Active participation and professional conduct are particularly important in studio courses and will be evaluated. At the same time, when the student’s work is reviewed at the end of the course, an evaluation will be made based on one or more of the following: in class discussion; consultations with instructors; and work ethic. However, none of these evaluations will be used to raise an overall failing grade, to a passing one, based on the quality of the work.

Requests for Academic Accommodation
You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf
Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Instructional Offences/Plagiarism

The regulations of the university require that we bring to your attention regulations on instructional offences, descriptions of which can be found in the current Academic Integrity Policy available on the Student Affairs website. The policy governs the academic behaviour of students. At the same time it seems that students do not always understand the meaning of plagiarism and how to avoid it.
Student Responsibility

The student is responsible for knowing the content of this course outline, the schedule of classes, assignments, and examinations; and material covered during any absence from scheduled classes.

Other Considerations

This course has co-located and remote class members, and will be using various technology platforms to work together. It will also involve a number of visits, within Carleton and in the greater community - even Kingston. You are encouraged to attend as it will be difficult to ensure remote attendance in some locales.

Individual students are expected to prepare for weekly classes by critically reading the papers for that class and engaging in related activities. For classes with readings, students must come to class prepared to discuss the readings. For classes with visits and/or visitors, students should be prepared to ask questions and engage visitors in talking. Participation grades include regular class attendance and participation in the READi Symposium.

Changes to the Course Outline

The course outline may be subject to change in the event of extenuating circumstances.

COURSE READING LIST

Most of the course readings are available on the course CuLearn site in the top right hand corner in the box “Library Reserves” under the title “view course in Ares” at no expense to the students. Others are available to download from the Internet as noted on the course Reading List at the end of this outline. Please note that Readings for each date are required as noted in Assignment 1 and the optional/background readings are useful for the Reading Facilitators for that week.

For September 18


Chapter 3, Why Accessibility Alone Isn’t Enough, 51-67


For October 2


Luck, Rachel, Inclusive Design and making in practice: Bringing bodily experience into closer contact with making. Design Studies 54(2018) 96-119

**For October 9**  
**Video:** *Turning the Page at H’Art of Ottawa*  
https://vimeo.com/114442912


Optional  


**For October 16**  

**For October 30**  

**For November 6**  

*Chapter 5, Defining Inclusive Innovation,* p 93-124


Optional

For November 13

*Sensory Environments* p 123-137
*Deaf Space* p 138-147

Video: *Accessibility Problems at New Toronto Area Public Transit Stations*  
https://www.youtube.com/watch?v=za1UptZq82o&feature=youtu.be

Optional
**AODA Videos online:**  

https://www.chrc-ccdp.gc.ca/eng/content/international-best-practices-universal-design-global-review

*Accessibility for Ontarians with Disabilities Act (AODA)*  
https://www.ontario.ca/page/accessibility-laws

For November 20
https://www.rgd.ca/resources/accessibility/access

*AccessAbility: A Practical Handbook on Accessible Graphic Design*  

https://www.interaction-design.org/literature/article/accessibility-usability-for-all
For November 27


Rogers, W., Mitzner, T. (2017). Envisioning the Future for Older Adults: Autonomy, health, well-being, and social connectedness with technology support. Futures 87 (2017) 133-139


Other Suggestions


Inclusive design Toolkit can be downloaded from: https://www-edc.eng.cam.ac.uk/downloads/idtoolkit.pdf


https://idrc.ocadu.ca/index.php/resources/idrc-online/library-of-papers/443-whatisinclusivevedesign

http://abilities.ca/

Disability Rights in Canada http://canada.pch.gc.ca/eng/1448633334025

http://www.un.org/disabilities/


Web Accessibility Laws & Policies https://www.w3.org/WAI/Policy/