

IPP –INTERVENTION

**ENHANCING COGNITIVE ACCESSIBILITY
FOR A NEW, FULLY ONLINE
MA GRAPHIC DESIGN**

**PGCERT ACADEMIC PRACTICE
ANTONIA HUBER**

MY TEACHING CONTEXT FOR THE INTERVENTION

- Currently shifting from residential setting to fully online MA course
- I am solely responsible for development of teaching content
- Moodle and media production done by UAL Online and external stakeholders

RATIONALE

Identified Barriers:

- Overuse of complex language and academic jargon
- Design solely based on black and white interface
- Very text-heavy with little supportive visual material
- Limited interactive elements (espec. for peer reviews)
- No support for neurodivergent students (auditive learner, deaf students, visually impaired, ADHD, dyslexia...)

Inclusive Aim:

- Accessibility benefits all learners, not just those with specific needs

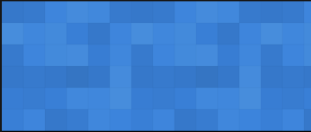
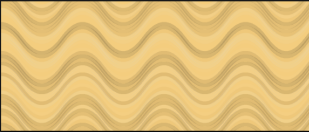
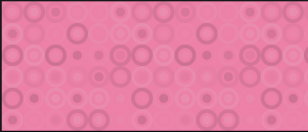
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Graphic Design: Practice, Context & Culture

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Weeks [Unit details](#) [Assessments](#) [Resources](#) [Discussions](#)

 1: Context and concept →	 2: Design and develop →	 3: Resolve and produce →	 4: Publish and reflect →
 5: Research and explore →	 6: Envisage and define →	 7: Situate and imagine →	 8: Emergent contexts →
 9: Speculative research proposal	 10: Practice as research →	 11: Thinking through making →	 12: Design as speculative enquiry

1: Context and concept

1.1 Discuss: Welcome

1.2 Key principles

1.3 Project 1 brief: Design...

1.4 Share: Project 1 board

1.5 Discuss: Project 1

1.6 Systems thinking

1.7 Applying systems thin...

1.8 Visualizing research

1.9 Art and design research

1.10 Action research

1.11 Research: Action res...

1.12 Set up your blog

1.13 Reflect in practice

1.14 Reflect on practice

1.15 Blog post 1

1.16 Summary and refere...

2: Design and develop

3: Resolve and produce

4: Publish and reflect

5: Research and explore

6: Envisage and define

<https://online-staging.arts.ac.uk/mod/forum/view.php?id=19>

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Planning your time this week

📶 Learning activities: 10 hours

📅 Independent study: 9 hours

📺 Live session: 1 hour

Learning activities

🗨️	1.1 Discuss: Welcome →	○ Completion ▾
📖	1.2 Key principles →	○ Completion ▾
📖	1.3 Project 1 brief: Design for Social Justice →	○ Completion ▾
↔️	1.4 Share: Project 1 board →	○ Completion ▾
🗨️	1.5 Discuss: Project 1 →	○ Completion ▾
📖	1.6 Systems thinking →	○ Completion ▾
📖	1.7 Applying systems thinking →	○ Completion ▾
📖	1.8 Visualizing research →	○ Completion ▾
📖	1.9 Art and design research →	○ Completion ▾

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 **1: Context and concept**

- 1.1 Discuss: Welcome
- 1.2 Key principles**
- 1.3 Project 1 brief: Desig...
- 1.4 Share: Project 1 board
- 1.5 Discuss: Project 1
- 1.6 Systems thinking
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- 1.8 Visualizing research
- 1.9 Art and design research
- 1.10 Action research
- 1.11 Research: Action res...
- 1.12 Set up your blog
- 1.13 Reflect in practice
- 1.14 Reflect on practice
- 1.15 Blog post 1
- 1.16 Summary and refere...

Graphic Design: Practice, Context & Culture / 1: Context and concept / 1.2 Key principles

1.2 Key principles

 Mark as done |  15 minutes

This activity introduces the key concepts and critical contexts that inform the first project of the unit. It'll give you a brief overview and information related to the ethical principles that underpin the project.

UAL's Climate, Racial and Social Justice principles

UAL's Climate, Racial and Social Justice principles are a set of 5 statements that govern all aspects of teaching, learning, creation, research and interaction across the University. These principles reflect UAL's commitment to advocating social and environmental respect and sustainability.

Positioning these principles as the foundation for the Design for Social Justice portfolio project invites you to explore your graphic design practice through the lens of responsible design. You're encouraged to develop knowledge, skills, values and approaches that will equip you to think differently, innovate and develop a responsible creative practice that contributes to a sustainable future.

As contemporary graphic designers, it's important you critically examine the discipline and the role of the designer in contributing to, enhancing and advocating respectful, responsible and sustainable local and global communities, societies and cultures.

Now, take some time to read and familiarise yourself with the principles:

Climate, Racial and Social Justice principles:

ual:

the exchange

01. Move with urgency

to become a community that has the capabilities to address the social, racial and environmental injustices of climate emergency using creativity and resourcefulness. We offer hope through action, committing to the decolonisation and decarbonisation of our education and creative practices.

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The brief

You will apply a speculative design approach to conceive and develop an original graphic design concept that anticipates, imagines and articulates a specific future scenario. Your aim is to imagine future realities and communicate these speculative futures through graphic design. The Speculative Futures project encourages you to critically analyse and envision how graphic design might influence, respond to and/or provoke future societal, technological, environmental or cultural shifts.

This project invites you to think beyond the limitations of current graphic design practices and constraints. The scope is open-ended, and you're encouraged to select a future scenario or a speculative concept that's meaningful to you in some way. Through rigorous research and iterative graphic design practice, you'll investigate critical debates, theories, practices, future trends, emerging technologies and speculative scenarios to develop a critically informed conceptual design that communicates your chosen speculative future through visual means.



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8.6 Worldbuilding and futurecasting

Mark as done

1.5 hours

In this activity, you'll engage in knowledge exchange with your peers to develop your understanding of worldbuilding and futurecasting and how they might apply to your graphic design practice.

For this activity, you'll form a small reading group with your peers. Each of you will read 1 of the following texts (you decide who'll read which one). Once you've read the texts, you'll come together and each present a summary of your text to your peers and discuss any questions, issues, challenges and opportunities that arise in relation to the worldbuilding and futurecasting methods or the concept of speculative design.

[Activity instructions TBC]

Reading 1

Bleecker (2024) 'What is speculative design? And how is it entangled with design fiction?', *Near Future Laboratory*, 20 December. Available at: <https://nearfuturelaboratory.com/essays/2024/12/what-is-speculative-design/>

Reading 2

Burdick, A. (2019) 'Designing futures from the inside', *Journal of Futures Studies*, 23(3): pp. 75–92. Available at: <https://jfsdigital.org/articles-and-essays/vol-23-no-3-march-2019/designing-futures-from-the-inside/>

Reading 3

Fischer, N. and Mehnert, W. (2021) 'Building possible worlds: A speculation based framework to reflect on images of the future', *Journal of Futures Studies* 25(3), pp. 25–38. Available at: <https://jfsdigital.org/articles-and-essays/vol-25-no-3-march-2021/building-possible-worlds-a-speculation-based-framework-to-reflect-on-images-of-the-future/>

Reading 4

NextOfKin Creatives (2023) 'Speculative future lifestyles 2040 (part 1) — the 4 lifestyle trends', *Medium*, 31 May. Available at: <https://medium.com/@nextofkincreatives/speculative-future-lifestyles-2040-part-1-the-4-lifestyle-trends-ee40cfc90e86>

NextOfKin Creatives (2023) 'Speculative future lifestyles (part 2) — futures wheel + creating provotype', *Medium*, 3 July. Available at: <https://medium.com/@nextofkincreatives/speculative-future-lifestyles-part-2-futures-wheel-creating-provotype-480f96f9eff8>

7.2 Blog post 8

7.3 Reflect on practice

7.4 Share: Visualisation

7.5 Blog post 9

7.6 Summary and referen...

8: Emergent contexts

8.1 Project 3 brief: Specu...

8.2 Share: Project 3 board

8.3 Speculative everything

8.4 Discuss: Project 3

8.5 Introduction to specul...

8.6 Worldbuilding and fut...

8.7 Research: Action rese...

8.8 Reflect on practice

8.9 Blog post 10

8.10 Summary and refere...

9: Speculative research pro...

10: Practice as research

11: Thinking through making

12: Design as speculative e...

12.1 Mini essay: First draft

12.2 Research: Self-direc...

12.3 Research: Thinking t...

INTERVENTION DESIGN

- Rewriting and redesigning one week's worth of course content using the framework
- Investigating into APIs for accessibility features:
 1. AI-powered audio functionality plug-in
 2. Bright mode option (inverting colours)
 3. Integration of more logical and engaging visual hierarchy (using type and colour)
 4. Plug-in for sign language translator
 5. Interactive glossary for discourse-specific jargon
 6. Simplified language and introduction of bullet points

BENCHMARKING

University of Warwick,
Literature and Mental
Health course, provided
by FutureLearn platform.

To do

Activity

Progress

WEEK 1

1

WEEK 2

2

WEEK 3

3

WEEK 4

4

WEEK 5

5

WEEK 6

6

Hi Lei, here's the last step you visited:

3.13 WEEK 3 REFLECTIONS: BEREAVEMENT ARTICLE

Continue

WEEK 1: STRESS

Literature and Mental Health

This free online course will explore how enjoying literature can help us to endure life.

1.1 WELCOME TO THE COURSE VIDEO (03:57)

1.2 WHAT CAN YOU EXPECT? VIDEO (02:57)

1.3 START OF COURSE SURVEY ARTICLE

1.4 DISCUSSING YOUR READING HABITS DISCUSSION

1.5 READING FOR WELLBEING ARTICLE

What is stress?

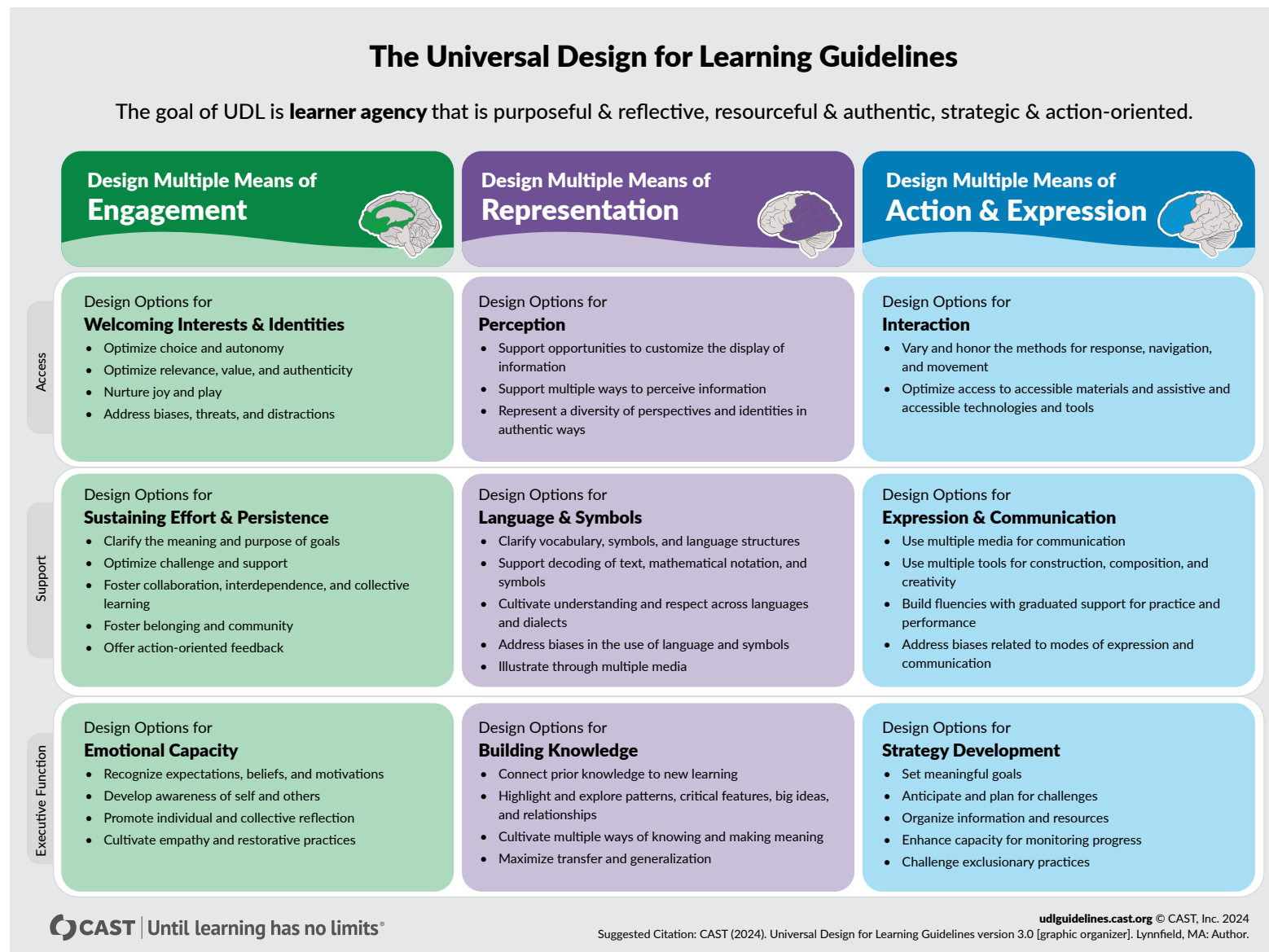
In poetry, the word 'stress' refers to the emphasis of certain syllables in a poem's metre. How might the metrical 'stresses' of poetry help us to cope with the mental and emotional stresses of modern life?

1.6 WELCOME TO WEEK 1: STRESS VIDEO (07:00)

1.7 PHYSIOLOGY OF STRESS: DISCUSSION WITH SIMON CURTIS GP VIDEO (12:17)

RESOURCES

Universal Design for Learning (UDL)



RESOURCES

Association for
Learning Technology

Framework for Ethical Learning Technology (FELT)

Awareness

- Respect the autonomy and interests of different stakeholders
- Be mindful, reflective and reflexive
- Think critically about your practice and consider the wider environment(s) you can influence
- Recognise the limits of one's own knowledge and the possibility of unconscious bias

Professionalism

- Demonstrate accountable, evidence-led practice
- Commit to ongoing professional development and enhancing your skills
- Act with integrity and honesty
- Ensure practice complies with relevant laws and institutional policies
- Apply knowledge and research to advocate for and enhance ethical approaches

Care and Community

- Practice care of oneself and others
- Promote collegiality and mutual understanding
- Minimise the risk of harms
- Recognise responsibilities and influence beyond your institution
- Share and disseminate best practice

Values

- Support the agency and development of learners
- Promote fair and equitable treatment, enhancing access to learning
- Develop learning environments that are inclusive and supportive
- Celebrate diversity as a route to innovation
- Design services, technologies to be widely accessible
- Be accountable and prepared to explain decision-making
- Be as open and transparent as is appropriate



Association for Learning Technology (ALT) 2021 go.alt.ac.uk/EdTechEthics

RESOURCES

An opportunity to consider supporting literature – Cinquin, P.-A., Guitton, P. and Sauzéon, H. (2019). Online e-learning and cognitive disabilities: A systematic review. *Computers & Education*, 130, pp.152–167.

Have you considered the MOOCs approaches? – Cinquin, P.-A., Guitton, P. and Sauzéon, H. (2020) 'Designing accessible MOOCs to expand educational opportunities for persons with cognitive impairments', *Behaviour & Information Technology*, 40(11), pp. 1101–1119.

This is an opportunity to contextualise your approach with insights from an existing study - Seymour, M., 2024. Enhancing the online student experience through the application of Universal Design for Learning (UDL) to research methods learning and teaching. *Education and Information Technologies*, 29(3), pp.2767-2785.

What are some of the influencing factors? - Lasekan, O.A., Pachava, V., Godoy Pena, M.T., Golla, S.K. and Raje, M.S., 2024. Investigating factors influencing students' engagement in sustainable online education. *Sustainability*, 16(2), p.689.

EVALUATION STRATEGY

Survey and / or reflective discussion with

- students
- colleagues
- general public
- academic support specialists

RISKS AND BARRIERS

- Plain language may be perceived as oversimplification
- Institutional resistance and lack of buy-in
- Budget and time constraints
- Limited student engagement in valuation phase
- Lack of expertise in accessibility design
- Technical constraints of Moodle
- Limited integration of other platforms (Padlet / Miro)

LEGACY PLAN

- Practical guide for accessible content design
- Scalable resource for future course iterations
- Model for inclusive online education within UAL