



POLITÉCNICA

INTERNATIONAL
CAMPUS OF
EXCELLENCE

COORDINATION PROCESS OF
LEARNING ACTIVITIES
PR/CL/001



E.T.S. de Ingenieros
Informaticos

ANX-PR/CL/001-01

LEARNING GUIDE

SUBJECT

103000922 - Accessible Design Of Interactive Systems

DEGREE PROGRAMME

10AN - Master Universitario En Ingenieria Informatica

ACADEMIC YEAR & SEMESTER

2022/23 - Semester 1

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1. Description

1.1. Subject details

Name of the subject	103000922 - Accessible Design Of Interactive Systems
No of credits	4.5 ECTS
Type	Optional
Academic year of the programme	Second year
Semester of tuition	Semester 3
Tuition period	September-January
Tuition languages	English
Degree programme	10AN - Master Universitario en Ingenieria Informatica
Centre	10 - Escuela Tecnica Superior De Ingenieros Informaticos
Academic year	2022-23

2. Faculty

2.1. Faculty members with subject teaching role

Name and surname	Office/Room	Email	Tutoring hours *
Jose Luis Fuertes Castro (Subject coordinator)	D4307	joseluis.fuertes@upm.es	Tu - 17:00 - 20:00 W - 12:00 - 15:00
M. Carmen Suarez De Figueroa Baonza	D-2201	mdelcarmen.suarezdefigueroa@upm.es	M - 10:00 - 12:00 M - 14:00 - 15:00 F - 12:00 - 15:00
Loic Antonio Martinez Normand	D3352	loic.mnormand@upm.es	Tu - 13:00 - 15:00 Th - 13:00 - 15:00 F - 13:00 - 15:00 Please confirm appointment via

			email
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* The tutoring schedule is indicative and subject to possible changes. Please check tutoring times with the faculty member in charge.

3. Prior knowledge recommended to take the subject

3.1. Recommended (passed) subjects

- Productos De Apoyo

3.2. Other recommended learning outcomes

The subject - other recommended learning outcomes, are not defined.

4. Skills and learning outcomes *

4.1. Skills to be learned

CE14 - Capacidad para conceptualizar, diseñar, desarrollar y evaluar la interacción persona?ordenador de productos, sistemas, aplicaciones y servicios informáticos.

CG4 - Capacidad para la aplicación de los conocimientos adquiridos y de resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios y multidisciplinarios, siendo capaces de integrar estos conocimientos

4.2. Learning outcomes

RA208 - Evaluar la accesibilidad de un producto TIC

RA207 - Comprender el concepto y tipos de productos de apoyo

RA211 - Comprender la diversidad de los requisitos de los usuario y las características de accesibilidad

RA212 - Comprender cómo diseñar un sistema interactivo usando técnicas centradas en el usuario

* The Learning Guides should reflect the Skills and Learning Outcomes in the same way as indicated in the Degree Verification Memory. For this reason, they have not been translated into English and appear in Spanish.

5. Brief description of the subject and syllabus

5.1. Brief description of the subject

This course provides a specialization about the accessibility of information and communication technologies (ICT) for persons with functional diversity (disability). It is mainly focused on current research issues in the field.

The course will start with an introduction to basic ICT accessibility concepts: functional diversity, design for all, standards and the assessment of the accessibility degree of ICT products and services.

After that, the students will work on current challenges in the field, such as:

- Methods, techniques and tools for accessibility evaluation
- Applying user centred design and design for all in development methodologies
- New ICT accessibility standards
- Cognitive Accessibility

5.2. Syllabus

1. Functional diversity, accessibility and design for all
 - 1.1. Introduction
 - 1.2. Functional diversity
 - 1.3. Principles of accessible design
 - 1.4. Introduction to Human-centred design
2. ICT accessibility standards
 - 2.1. Introduction to standards
 - 2.2. Relevant ICT accessibility standards
 - 2.3. Deeper study of one accessibility standard
 - 2.4. Conformity assessment
3. State of the art in ICT accessibility
 - 3.1. State of the art and future trends
4. Cognitive Accessibility
 - 4.1. Introduction to the Easy-to-Read Methodology

6. Schedule

6.1. Subject schedule*

Week	Classroom activities	Laboratory activities	Distant / On-line	Assessment activities
1	<p>Course introduction Duration: 00:20 Lecture</p> <p>Chapter 1: 1.1- Introduction Duration: 01:10 Lecture</p> <p>Chapter 1: 1.2- Functional diversity Duration: 00:30 Lecture</p>			
2	<p>Chapter 1: 1.2- Functional diversity Duration: 02:00 Lecture</p>			<p>Individual presentation of personas Individual presentation Continuous assessment Presential Duration: 00:20</p> <p>Personas evaluation Other assessment Continuous assessment Presential Duration: 00:10</p>
3				
4	<p>Chapter 1: 1.3- Principles of accessible design Duration: 01:00 Cooperative activities</p> <p>Chapter 1: 1.4- Introduction to human-centred design Duration: 00:30 Lecture</p> <p>Chapter 2: 2.1- Introduction to standards Duration: 00:20 Lecture</p>			<p>Individual presentation of principles of Design for All Individual presentation Continuous assessment Presential Duration: 00:30</p> <p>Design for All evaluation Other assessment Continuous assessment Presential Duration: 00:10</p>
5	<p>Standards overview discussion Duration: 00:30 Cooperative activities</p> <p>Chapter 2: 2.2- Relevant ICT standards Duration: 00:45 Cooperative activities</p> <p>Chapter 2: 2.3- Deeper study of one accessibility standard Duration: 00:30 Lecture</p> <p>Explanation of exercise 1</p>			<p>Standard overview evaluation Other assessment Continuous assessment Presential Duration: 00:15</p> <p>Test 1 Written test Continuous assessment Not Presential Duration: 00:30</p>

	Duration: 00:15 Lecture			
6	Chapter 2: 2.3- Deeper study of one accessibility standard Duration: 02:00 Cooperative activities			One accessibility standard evaluation (discussion) Individual presentation Continuous assessment and final examination Presential Duration: 00:30
7	Chapter 2: 2.3- Deeper study of one accessibility standard Duration: 01:40 Cooperative activities Explanation of exercise 2 Duration: 00:20 Lecture			One accessibility standard evaluation (discussion) Individual presentation Continuous assessment and final examination Presential Duration: 00:30
8	Chapter 2: 2.4- Conformity assesment Duration: 01:45 Lecture Classroom tutoring. Exercise 2 Duration: 00:15 Additional activities			Delivery of exercise 1 Group work Continuous assessment Not Presential Duration: 00:00 Conformity assessment evaluation Individual presentation Continuous assessment Presential Duration: 00:15
9	Chapter 3: 3.1- State of the art and future trends Duration: 01:45 Lecture Explanation of exercise 3 Duration: 00:15 Lecture			Delivery of exercise 2 Group work Continuous assessment Not Presential Duration: 00:00 State of the art in ICT accessibility evaluation Other assessment Continuous assessment Presential Duration: 00:10
10	Collective revision of exercise 2 Duration: 02:00 Cooperative activities			Participation in evaluation of exercise 2 Individual presentation Continuous assessment Presential Duration: 02:00
11	Chapter 4: Cognitive Accessibility Duration: 01:45 Lecture Explanation of exercise 4 Duration: 00:15 Lecture			Cognitive accessibility evaluation Other assessment Continuous assessment Presential Duration: 00:15
12	Chapter 4: Cognitive Accessibility Duration: 02:00 Lecture			Cognitive accessibility evaluation Other assessment Continuous assessment Presential Duration: 00:15

13				
14	Classroom discussion about state of the art and future trends Duration: 02:00 Cooperative activities			
15	Classroom discussion about state of the art and future trends Duration: 02:00 Cooperative activities			Delivery of exercise 4 Group work Continuous assessment Presential Duration: 00:00
16				Classroom discussion of exercise 3 Individual presentation Continuous assessment Presential Duration: 02:00 Delivery of exercise 3 Individual work Continuous assessment Not Presential Duration: 00:00
17				Delivery of exercise 1 Group work Final examination Not Presential Duration: 00:00 Delivery of exercise 2 Group work Final examination Not Presential Duration: 00:00 Delivery of exercise 3 Individual work Final examination Not Presential Duration: 00:00 Delivery of exercise 4 Group work Final examination Not Presential Duration: 00:00 Test 1 Written test Final examination Not Presential Duration: 00:30 Test 2 Written test Continuous assessment and final examination Not Presential Duration: 00:30

Depending on the programme study plan, total values will be calculated according to the ECTS credit unit as 26/27 hours of student face-to-face contact and independent study time.

* The schedule is based on an a priori planning of the subject; it might be modified during the academic year, especially considering the COVID19 evolution.

7. Activities and assessment criteria

7.1. Assessment activities

7.1.1. Assessment

Week	Description	Modality	Type	Duration	Weight	Minimum grade	Evaluated skills
2	Individual presentation of personas	Individual presentation	Face-to-face	00:20	1%	/ 10	CE14
2	Personas evaluation	Other assessment	Face-to-face	00:10	1%	/ 10	CE14
4	Individual presentation of principles of Design for All	Individual presentation	Face-to-face	00:30	2%	/ 10	CE14 CG4
4	Design for All evaluation	Other assessment	Face-to-face	00:10	1%	/ 10	CE14 CG4
5	Standard overview evaluation	Other assessment	Face-to-face	00:15	1%	/ 10	CE14
5	Test 1	Written test	No Presential	00:30	10%	/ 10	CE14 CG4
6	One accessibility standard evaluation (discussion)	Individual presentation	Face-to-face	00:30	5%	/ 10	CE14
7	One accessibility standard evaluation (discussion)	Individual presentation	Face-to-face	00:30	5%	/ 10	CE14
8	Delivery of exercise 1	Group work	No Presential	00:00	10%	/ 10	CE14
8	Conformity assessment evaluation	Individual presentation	Face-to-face	00:15	1%	/ 10	CE14
9	Delivery of exercise 2	Group work	No Presential	00:00	15%	/ 10	CE14
9	State of the art in ICT accessibility evaluation	Other assessment	Face-to-face	00:10	1%	/ 10	CE14 CG4
10	Participation in evaluation of exercise 2	Individual presentation	Face-to-face	02:00	5%	/ 10	CE14
11	Cognitive accessibility evaluation	Other assessment	Face-to-face	00:15	1%	/ 10	CE14 CG4
12	Cognitive accessibility evaluation	Other assessment	Face-to-face	00:15	1%	/ 10	CE14 CG4
15	Delivery of exercise 4	Group work	Face-to-face	00:00	10%	/ 10	CE14
16	Classroom discussion of exercise 3	Individual presentation	Face-to-face	02:00	5%	/ 10	CE14 CG4

16	Delivery of exercise 3	Individual work	No Presential	00:00	15%	/ 10	CE14 CG4
17	Test 2	Written test	No Presential	00:30	10%	/ 10	CE14 CG4

7.1.2. Global examination

Week	Description	Modality	Type	Duration	Weight	Minimum grade	Evaluated skills
6	One accessibility standard evaluation (discussion)	Individual presentation	Face-to-face	00:30	5%	/ 10	CE14
7	One accessibility standard evaluation (discussion)	Individual presentation	Face-to-face	00:30	5%	/ 10	CE14
17	Delivery of exercise 1	Group work	No Presential	00:00	10%	/ 10	CE14
17	Delivery of exercise 2	Group work	No Presential	00:00	20%	/ 10	CE14
17	Delivery of exercise 3	Individual work	No Presential	00:00	25%	/ 10	CE14 CG4
17	Delivery of exercise 4	Group work	No Presential	00:00	15%	/ 10	CE14
17	Test 1	Written test	No Presential	00:30	10%	/ 10	CE14 CG4
17	Test 2	Written test	No Presential	00:30	10%	/ 10	CE14 CG4

7.1.3. Referred (re-sit) examination

Description	Modality	Type	Duration	Weight	Minimum grade	Evaluated skills
Test 1	Written test	Face-to-face	01:00	10%	/ 10	CE14 CG4
Test 2	Written test	Face-to-face	01:00	10%	/ 10	CE14 CG4
Delivery of exercise 1	Individual work	Face-to-face	00:00	15%	/ 10	CE14
Delivery of exercise 2	Individual work	Face-to-face	00:00	20%	/ 10	CE14
Delivery of exercise 3	Individual work	Face-to-face	00:00	30%	/ 10	CE14 CG4
Delivery of exercise 4	Group work	Face-to-face	00:00	15%	/ 10	CE14

7.2. Assessment criteria

The assessment of this module is divided into two parts: theory and practice. Both parts have to be passed in order to pass the module. The grades obtained in theory and practice are combined as described in the section on evaluation activities.

Theory

The theoretical part of the module contains different assessments: there will be two test-based assessments and there is going to be an assessment of the performance of the collaborative learning sessions that will be part of the study of accessibility standards ("One accessibility standard evaluation", that are not recoverable); there will be also short in-class evaluations during the semester

Practical work

The practical work consists of 4 exercises:

- Exercise 1: a document containing change proposals for an accessibility standard.
- Exercise 2: an accessibility assessment of an ICT product, using the standard studied during collaborative learning.
- Exercise 3: development of a small accessible web site and evaluation of its accessibility. Students will show the accessibility of their sites.
- Exercise 4: checking cognitive accessibility

Assessment procedure

The module will be assessed in a scale of 10 points, divided into theory and practical exercises. To pass the complete module it will be necessary to obtain a minimum of 3/10 point in theory and 3/10 points in the exercises.

a) Term evaluation

All the practical exercises are mandatory and will be graded according to the section on evaluation activities.

In addition, attendance, class participation and in-class activities will be graded for term evaluation.

b) Final evaluation

At the end of the term, there is the final evaluation. There will be two theory exams (the first one can be done by students having failed the first one). The four exercises have to be delivered in the same time period as the one defined for term evaluation, but they could be delivered again if not passed. The student will also have to attend the two collaborative sessions ("One accessibility standard evaluation") described that are not recoverable in the final evaluation. The exercise 3 presentations cannot be recoverables.

c) Extraordinary evaluation period (July)

In the extraordinary evaluation period the pending theory tests will be repeated and the pending exercises can be delivered again.

8. Teaching resources

8.1. Teaching resources for the subject

Name	Type	Notes
Don't make me think!: Revisited. A Common Sense Approach to Web Usability. 2014	Bibliography	Krug, S. New Riders, 3rd edition ISBN: 978-0321965516
The Principles of Universal Design. 1997	Bibliography	Connell, B.R.; Jones, M.; Mace, R.; Mueller, J.; Mullick, A.; Ostroff, E.; Sanford, J.; Steinfeld, E.; Story, M.; Vanderheiden, G. Version 2.0. North Carolina State University. http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm
Information technology -- User interface accessibility -- Part 1: User accessibility needs. 2018	Bibliography	International Organization for Standardization (ISO), International Electrotechnical Commission (IEC). ISO/IEC 29138-1:2018. (Technical report ISO/IEC TR 29138-1, can be accessed at http://jtc1access.org/TR29138.htm)
El modelo de la diversidad. La Bioética y los Derechos Humanos como herramientas para alcanzar la plena dignidad en la diversidad funcional. 2007	Bibliography	Palacios, A.; Romañach, J. Ediciones Diversitas, ISBN: 8496474402
A Web for Everyone. Designing accessible user experiences. 2014	Bibliography	Horton, S.; Quesenbery, W. Rosenfeld.
SIDAR	Web resource	Fundación Sidar - Acceso Universal: http://www.sidar.org , España
Accessibility Requirements for ICT products and services. V3.2.1. March 2021	Bibliography	EN 301 549. https://www.etsi.org/deliver/etsi_en/301500_301599/301549/03.02.01_60/en_301549v030201p.pdf

9. Other information

9.1. Other information about the subject

Exercises cannot be done just copying from other sources. Personal writing and analysis work by the student should be included. Failing to do this, implies plagiarism, which is not allowed at this University and will lead to not passing the exercise involved (grade will be 0).

Sustainable development goals (SDGs)

The goal of this course is to learn about enabling access of persons with disabilities to ICT, increasing their inclusion possibilities. Taking this into account, and considering the recommendations from the United Nations on the relationship between the SDGs and accessibility, this course is related to the following sustainable development goals:

Goal 4 quality education - to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In today's education, interactive learning systems are essential, and they need to be accessible and to be compatible with assistive products to enable the education of persons with disabilities. Goal 8 decent work and economy growth - to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Today there are many job-related activities that rely on information and communication technology. This technology needs to be accessible and compatible with assistive products to enable inclusion in the workplace. Goal 10 reduced inequalities - to reduce inequality within and among countries. To increase inclusion of all persons in society, all interactive systems designed for citizen participation need to be accessible and be compatible with assistive products.