

January 2025

Research Box

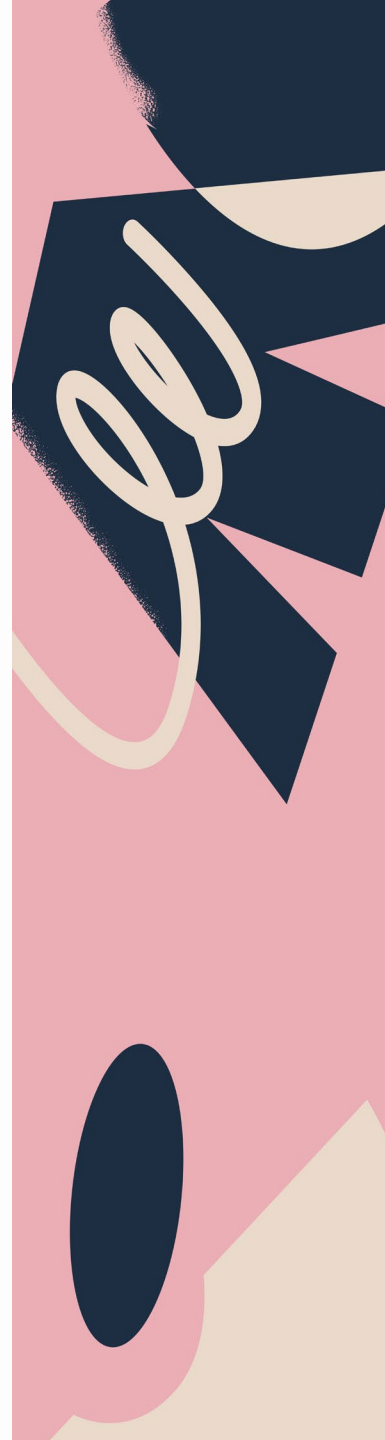
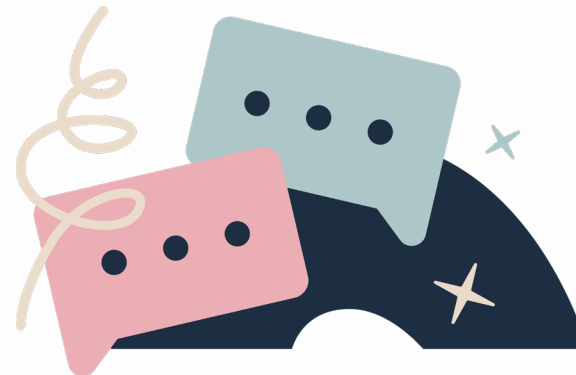
Supplement to the
publication “Accessible
digital services”

Research Team,
Department of Research and New Technologies,
Centre for Information Technology

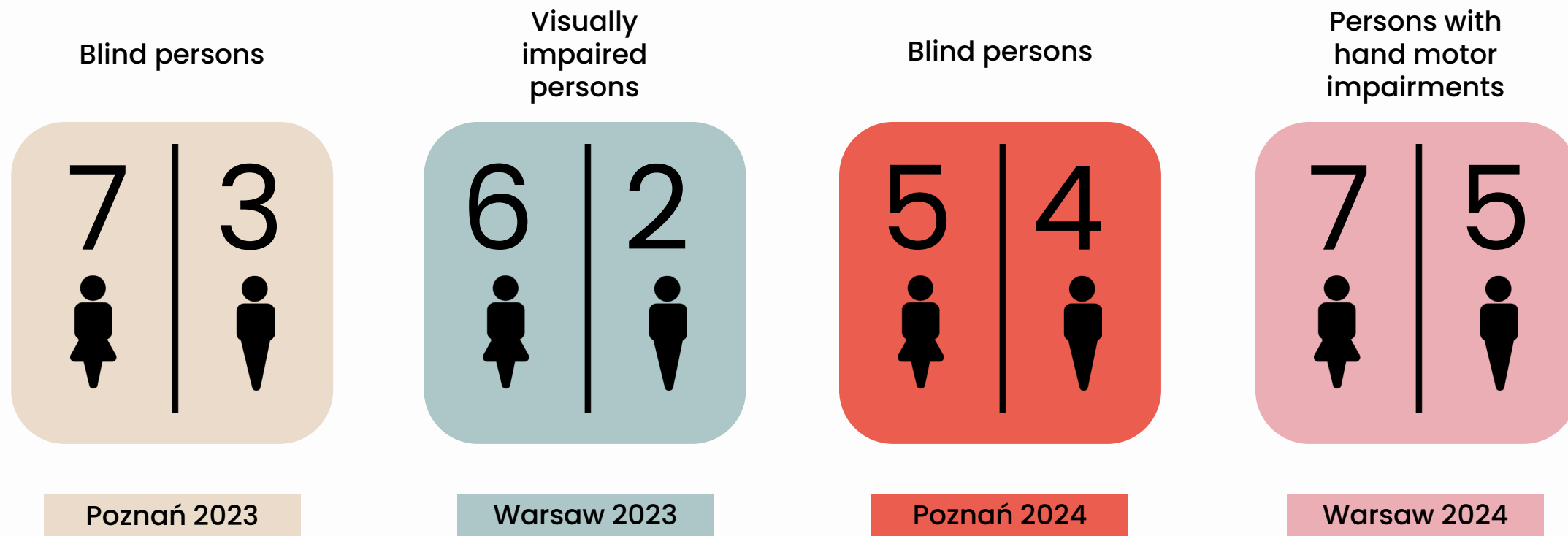


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About the study



A total of **39 persons** took part in our on-site studies, in Poznań and Warsaw. We differentiated the sample by gender, age and disability type.

About preparations

Researchers in the project



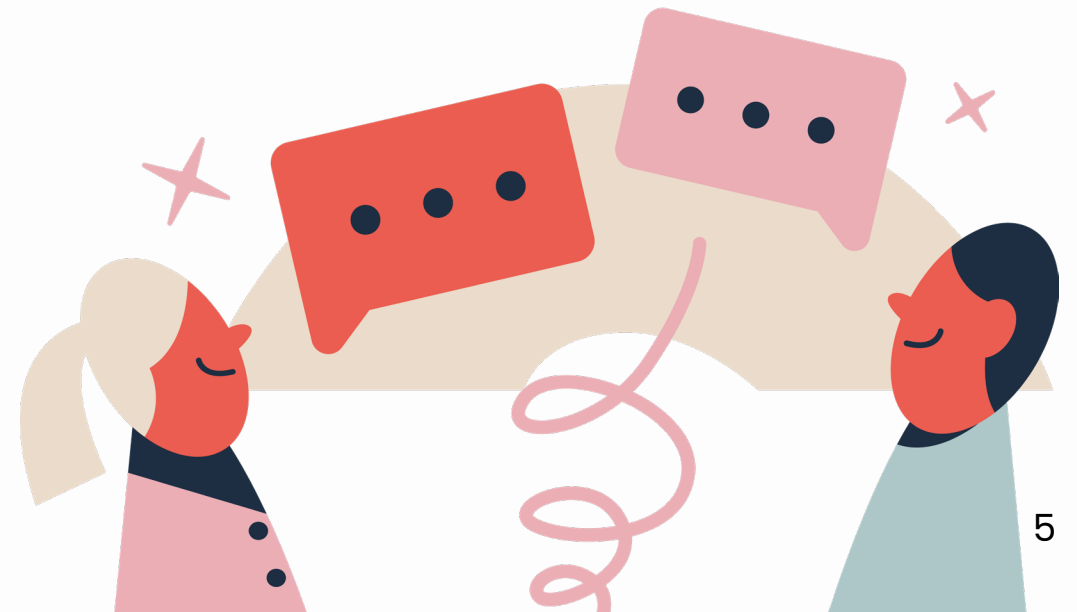
- **Preparation for the study** – conversation with an expert, a friend with disability, an accessibility expert will help you prepare detailed questions in the study scenario. I believe that in order to study such a unique group, you need to have some breadth of basic knowledge to start.
- **Make proper preparations to the interview.** This is not just about the understanding of the digital project or the study scenario. You should try to get into the universe of this group. Look for Websites of foundations/ associations /communities which bring together such persons, search for videos which attract their community (e.g. on TikTok). Explore the experiences of their daily lives.
- It may be equally vital to make linguistic preparations, i.e. learn **how to talk to avoid blunders** (using the words “disabled, invalid, cripple” etc. are glaring examples). It is good to know what is acceptable in communication and whether saying “good to see you” or “look at the screen” in front of a blind person could be offending [it is not offending, editor's note].
- If this is field research, **a second person on site can be of help** as a fixer (to bring in the respondent, serve water to drink, set up equipment, etc.). Even if you're a wildcat and have all research knowledge at your fingertips, you may need help with this. And plan twice as much time as you would normally do – it will be a truly fascinating conversation and many things will take you by surprise. Take some time to ask for details.

About preparations

Researchers in the project



- **You need to present in detail the setting and the purpose of the study**, in particular introduce everyone present, say what they will be doing and how the meeting is recorded. This step is always there but you may still miss some details in the introduction. And yet, the person who finds it more difficult to get their bearings because of their visual impairment may feel uncomfortable once they notice something we have not mentioned.
- **Your soft skills will count most during the interview.** Empathy, openness to understanding others' experience, and the sense of humor. If you talk to persons from the deaf community – they will certainly appreciate if you've learnt some phrases or signs in the sign language.
- **Don't be afraid to ask about difficulties caused by disability** – if you hear a subject talking about using an app without mentioning their disability, it probably means that it doesn't have much impact. Just probe into it as it may lead to some interesting conclusions.



Checklist

Research with blind and visually impaired persons





Research with blind and visually impaired persons

Preparation for the study



A. Study design and logistics

- **Define the goal of the study.** Focus on WHAT and WHY you want to test, what you don't know, and what could be an issue for persons with mobility impairment.
- **Add extra time to the scenario.** This study may take longer because the researchers will need more time to grasp the context.
- **Plan a break between interviews.** Make sure that there is an adequate break between individual conversations. During the break you can clean the room unhurriedly or set up the equipment, escort the respondent out of the room when the session is over and give the next subject some time to settle in comfortably.
- **Conduct a pilot study** with a blind or visually impaired person. The pilot will help you better grasp the context of the study and identify potential pitfalls in the scenario.
- **Conduct your study live.** This study should not be conducted online, especially if you are just beginning to research on subjects in this group.
- **Plan a pilot day.** On the first day schedule only one interview. This will help you check if all the areas and issues are covered and will give you time to correct the problem, if any.

1.

Research with blind and visually impaired persons

Preparation for the study



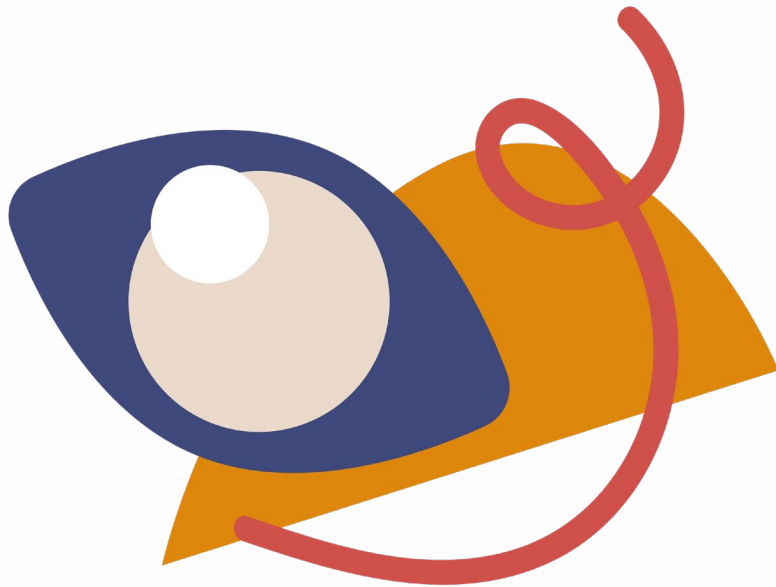
- **Invite two researchers.** Two researchers should be present at every meeting. It will be easier for you to address different needs without leaving the respondent unattended.
- **Fix the meeting place with the respondent.** This is important, in particular if more people will be involved in contact with respondents. This will help you avoid any potential information noise.
- **Book a room.** Ensure that the room meets the requirements (see: setting the space) and it can be reached from key areas (entrance, reception, toilets).



1.

Research with blind and visually impaired persons

Preparation for the study



- **Inform your coworkers and the building staff about the study.** Whatever the study site (corporate premises or rented space), inform the staff of the facility: people at the reception desk, security staff and members of the technical team. Instruct them on how to behave (e.g. guide the respondent to the lift), and tell them what may be needed during the study (e.g. Wi-Fi access).
- **Handle the paperwork.** Ensure that visitor access cards are ready (if they are needed on site), there is Internet access (get a password), make sure that there are no scheduled events on the same day which could be a disruption to your study (e.g. press conference, mock evacuation etc.). Ask if the subjects can **come with a guide dog**.

1.

Research with blind and visually impaired persons

Preparation for the study



B. Information provided to respondents prior to the study

- **Inform them how to get to the site.** Prepare details to help respondents get to the study site, e.g. the exact address, how to get there (tram, bus), location of the entrance to the building, what to expect upon arrival (e.g. you need to go the reception desk or someone will be waiting at the entrance). It is important to give this information well in advance for respondents to be able to prepare and plan their trip.
- **Tell them how long the study will last.** This will help respondents plan their trip back home.
- **Tell them what to expect during the study.** It's important to tell the respondents what will be happening during the study: how many people will be present, whether the meeting will be recorded and what amenities will be available. If the research will be about an app or a Website, tell the respondent in advance that tasks will be performed on their phone or laptop.

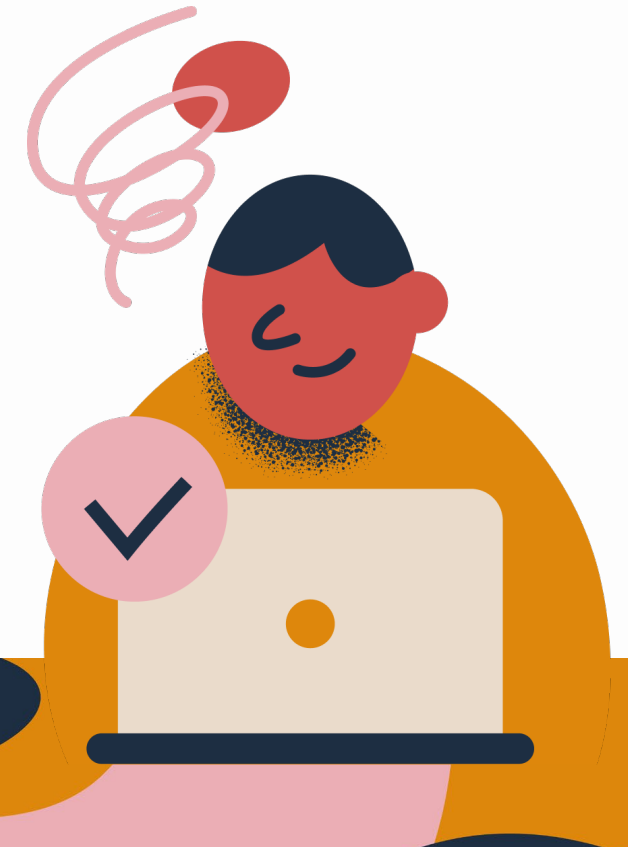
1.

Research with blind and visually impaired persons

Preparation for the study



- **Ask them to be ready with their equipment.** If the research is about apps or Websites, ask respondents (as far as possible) to bring the equipment they most often use (Braille notepad, headphones, external keyboard, etc.).
- **Ask if they will come with accompanying persons or a guide dog.** Before the study ask if the respondent will come alone or with an accompanying person or a guide dog.



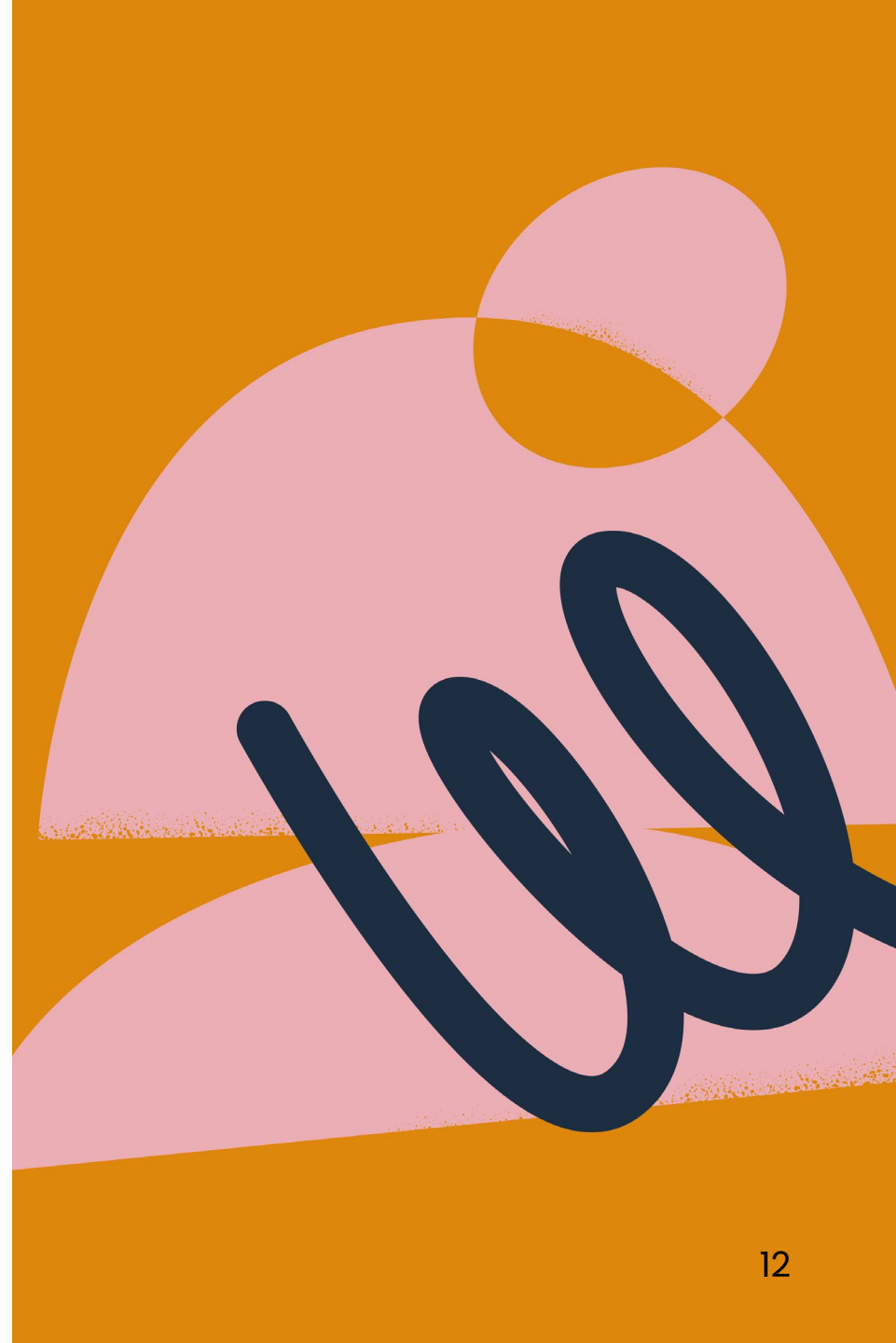
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Research with blind and visually impaired persons

Preparation for the study

C. Recruitment of respondents

- **Identify the target group: assistive technologies.** Blind and visually impaired persons represent a very broad group – they can be blind from birth or may have gone blind, they may have lost their sight in the grieving process, may be visually impaired, color blind or suffer from an eye condition. This will affect the way they use technologies. At this point it is advisable to focus for instance on assistive technologies used by the respondents (screen readers, small magnifiers, special overlays, etc.).
- **Identify the target group: human being at the heart of it all.** Don't forget that respondents are first and foremost human beings with an array of experiences and characteristics. Don't be afraid to specify in the guidelines such parameters as age, place of residence, education, or use of specific solutions.



1.

Research with blind and visually impaired persons

Preparation for the study



D. Setting the space

- **Find a separate and enclosed space.** Respondents should feel safe there. They should feel that they are not being watched by bystanders and that their belongings are safe. This will help them get a full focus on the study.
- **Pay attention to sounds.** Blind persons find sounds very burdensome. Too much sound has a negative impact on concentration levels and reduces the sense of comfort. Make sure that the room where you conduct your study is free from ambient sounds (e.g. other people, equipment making sounds, street noise, etc.). The room should also be as soundproof and reverberation-free as possible.



1.

Research with blind and visually impaired persons

Preparation for the study



- **Conduct a space test.** Make sure that you know the quickest and easiest way to the toilet, the route from the entrance to the room where you will conduct the study, the space arrangement in front of the building and the way from the bus stop.
- **Prepare drinks and snacks.** This is always a sign of hospitality.
- **Arrange the furniture.** When arranging the furniture make sure that it is easy to reach and comfortable to use. Provide some space to place the belongings, hang up a coat or jacket, put down an umbrella, etc.
- **Prepare a large worktop.** Ensure that the worktop is large enough for responders to arrange their equipment comfortably, and with convenient access to snacks and drinks.

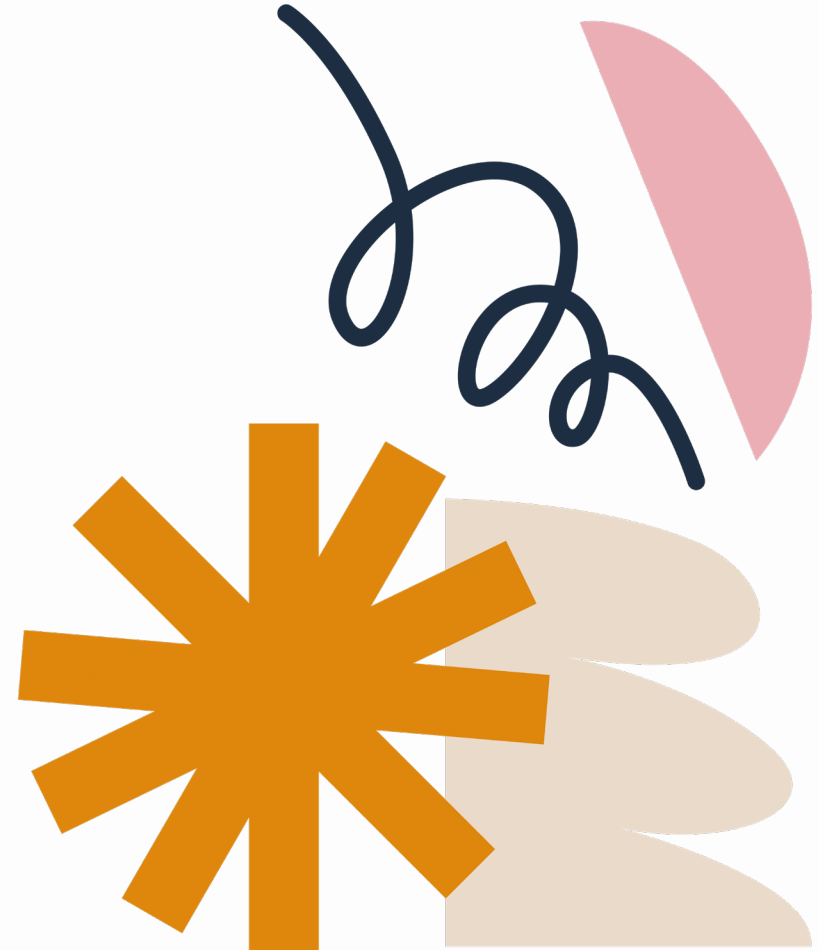
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Research with blind and visually impaired persons

Preparation for the study



- **Provide access to electricity and Internet.** Respondents may need to recharge the equipment used during the study. Make sure that they have convenient access to sockets or provide an extension cord. Tell them that Internet connection is also available.
- **Take care of accompanying persons.** It is up to the respondent to decide if an accompanying person should be present during the study. It is advisable to provide some space where they could wait until the study is over, e.g. in the lobby at the reception desk or in the cafeteria. Take care of them, offer them coffee or show them the way to the toilets.





1.

Research with blind and visually impaired persons

Preparation for the study

E. Equipment and tools

- **Find out if the respondent will use their own equipment.** Persons with vision impairments often use customized devices (overlays, augmentations, color settings to enable equipment use).
- **Ask them to adapt the the equipment to the study.** To start the study, ask the respondent to remove the cover from their phone, if they have one (for you to be able to watch the screen throughout the study), and to slow down the screen reader, if enabled (many blind persons work with the active accelerated mode).

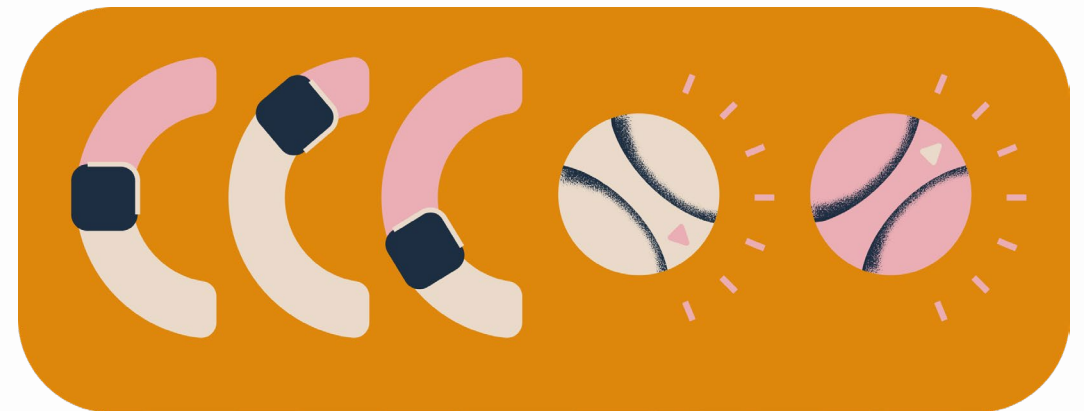
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Research with blind and visually impaired persons

Preparation for the study



- **Check the settings of the recording equipment.** If the study is observed remotely (e.g. by designers or an additional researcher who takes notes), check the equipment settings. If the study is recorded with an internal webcam, check the angle (you may need to use the laptop stand). It will be good to test it before the first on-site recording in the room.
- **Make sure you have the consent to screencast.** Check in particular if your agreement with the respondent includes the consent to screencast. If yes, inform the subject explicitly about the consent. If not, the second researcher should note down with precision the respondent's moves (where they click, how they navigate through interface, etc.).
- **Have a plan B.** A number of unplanned situations may occur during the study. Additionally, you can record the session with a voice recorder (e.g. on your phone) or take photos during the study. It's a back-up for any unexpected emergencies.



2.

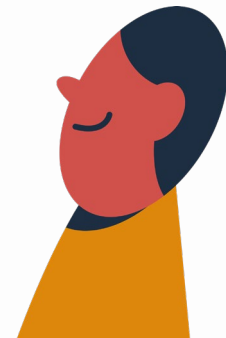
Research with blind and visually impaired persons

Preparation for the study



A. Start of the study

- **Comply with what has been agreed.** Stick to the instructions provided ahead of the study, e.g. wait for the respondent at the agreed location, do not change the study site at the last moment.
- **You don't know how to behave? Ask.** After the greeting, if you do not know how to help the respondent e.g. to move to the room where the study will be conducted – just ask.
- **Present the spatial setting of the study to the respondent** Usher the respondent to the chair and help them hang up their coat or jacket. Describe the room you are in – tell them where the table is and what is on the table (invite blind or heavily visually impaired persons to explore the space on their own).

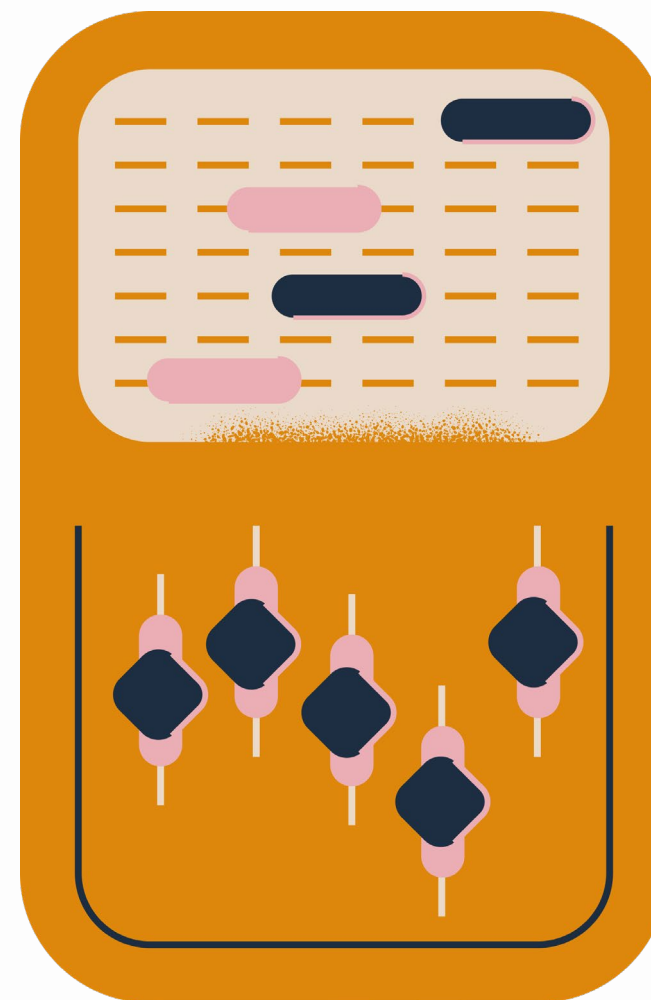


2.

Research with blind and visually impaired persons

Preparation for the study

- **Inform about the observers.** Talk about the other person in the room and their role – say that this is the second researcher who will be taking notes and can also ask questions. Let them also know if there are other people watching (e.g. via streaming on a computer).
- **Offer refreshments.** Tell respondents that snacks and drinks are available and help them in service (e.g. serve tea, describe any snacks available and serve the one picked by the respondent). Offer a drink or a snack during the study. The respondent arranges the utensils on their own, according to their preference and at their convenience.
- **Help with setting up and connecting the equipment.** Help with Internet connection and offer to plug in the equipment.



2.

Research with blind and visually impaired persons

Preparation for the study



B. During the study

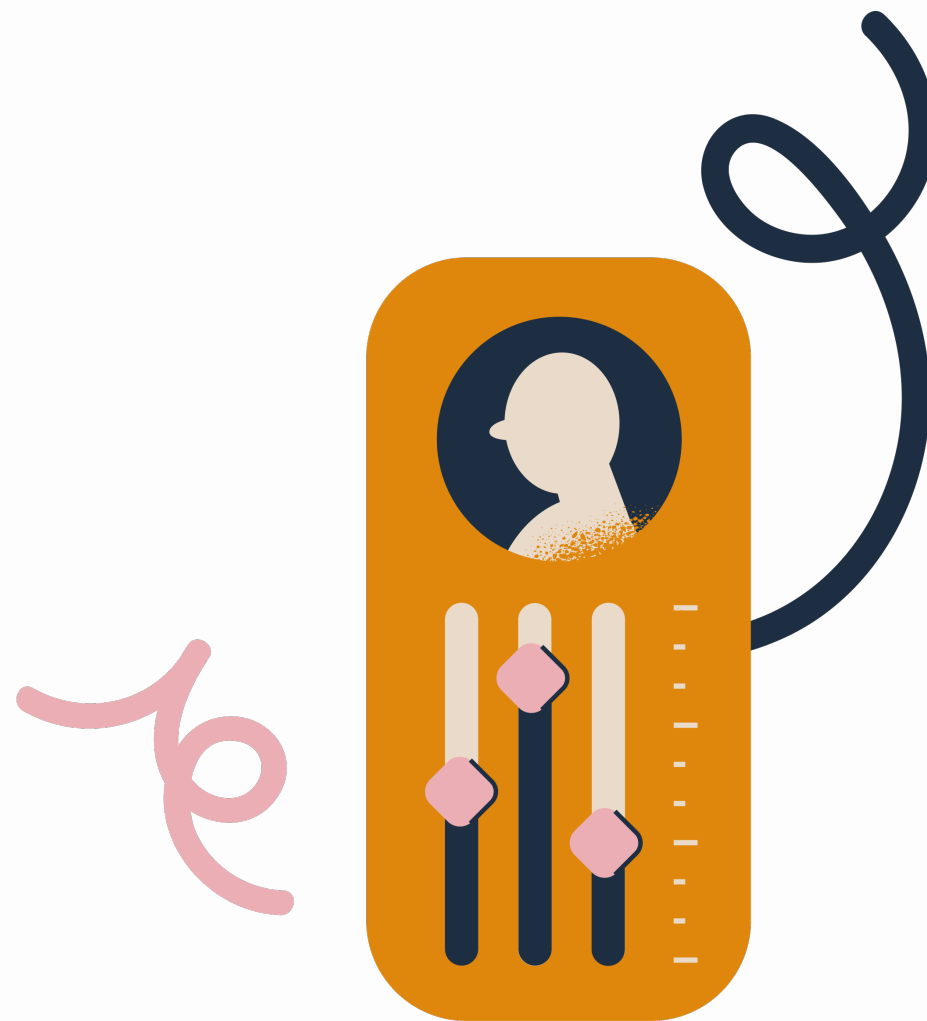
- **Keep them informed about what is happening.** Keep them informed about what you are doing (e.g. “I’m turning on the recording”), talk about what is being recorded (e.g. “I’m recording your face and not screencast”).
- **Determine any adjustment solutions used by the respondent.** Ask about the adjustments used by the respondent: screen reader, curtain (to cover the screen), magnifier, color reversal, etc. If they use a screen reader, ask them to slow down their voice, and for a curtain, to uncover the screen.
- **Narrate actions and the situation.** During the study when the respondent is performing any movement on their device, say out loud what they are doing (this is highly important if there is no screencast). If they are talking, do not interrupt. Just write down your observations or say them loud when they have finished taking and move on to the next question.

2.

Research with blind and visually impaired persons

Preparation for the study

- **Use the think-aloud protocol.** Ask the respondent to comment aloud what they are doing. In addition, ask questions or request explanations throughout the study.
- **Ensure safety.** Take steps to avoid compromising the safety of the subject. If the study requires logging or the use of sensitive data, the respondent may use headphones, and you can turn off the camera and microphone (remember to inform the respondent accordingly, to make them feel safe).
- **Take notes.** Ideally, the note taker should write on a piece of paper. The idea is to eliminate any unnecessary computer sounds (key tapping, notifications, etc.).



Checklist

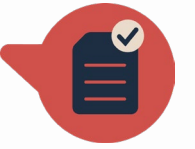
Research with deaf persons



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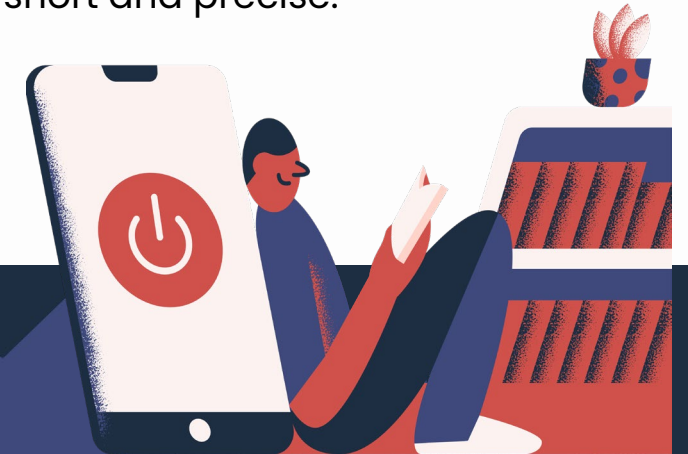
Research with deaf persons

Preparation for the study



A. Study design and logistics

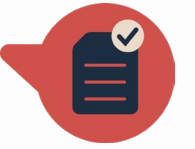
- **Define the goal of the study.** Focus on WHAT and WHY you want to test, what you don't know, and what could be an issue for persons with mobility impairment.
- **Plan extra time.** If you do not know the sign language and will need the assistance of an interpreter, you must add some extra time to the study. For example, an interview that would normally last 60 minutes will last 90 minutes.
- **Contact the interpreter.** Make sure that the interpreter knows the context of the study. This will help them to prepare linguistically, and will also add context to the scenario.
- **Consult the scenario with the interpreter.** When preparing for the study, consult the scenario and the research plan with a PSL interpreter – they will help you contextualize, tell you how to prepare and what to pay attention to, etc.
- **Design questions and tasks.** Thanks to the presence of an interpreter you do not have to radically modify the language you use. However, make sure that your sentences are short and precise.



1.

Research with deaf persons

Preparation for the study



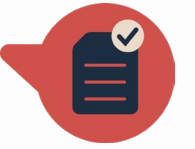
- **Learn basic phrases in the PSL.** Learn such phrases as: *good morning, my name is*. This is always a sign of hospitality, useful to break the ice. On the Internet you will find many tips that will help you learn the basics. You can also always ask the interpreter to do a quick training session.
- **Explore the world of the Deaf.** Deaf persons have their own language and their own, very rich culture. It is a good idea to read more about this issue before the study starts: you will grasp the context more easily and you'll better plan the study.
- **Think about using cards in communication with a deaf person.** It's a collection of pictograms and short verbal messages split into parts. They are mainly used in medical settings (e.g. in hospital or an ambulance). They can inspire your research.
- **Inform your coworkers and the building staff about the study.** Whatever the study site (corporate premises or rented space), inform the staff of the facility: people at the reception desk, security staff and members of the technical team. Instruct them on how to behave (e.g. guide the respondent to the lift), and tell them what may be needed during the study (e.g. Wi-Fi access).
- **Handle the paperwork.** Ensure that visitor access cards are ready (if they are needed on site), there is Internet access (get a password), make sure that there are no scheduled events on the same day which could be a disruption to your study (e.g. press conference, mock evacuation etc.).



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Research with deaf persons

Preparation for the study



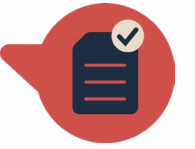
B. Setting the space

- **Find a separate and enclosed space.** Respondents should feel safe there. They should feel that they are not being watched by bystanders and that their belongings are safe. This will help them get a full focus on the study.
- **Prepare drinks and snacks.** This is always a sign of hospitality.
- **Prepare a large worktop.** Ensure that the worktop is large enough for responders to arrange their equipment comfortably, and with convenient access to snacks and drinks.
- **Provide access to electricity and Internet.** Respondents may need to recharge the equipment used during the study. Make sure they have convenient access to sockets or provide an extension cord. Tell them that Internet connection is also available.
- **Take care of accompanying persons.** It is up to the respondent to decide if an accompanying person should be present during the study. However, it is advisable to provide some space where they could wait until the study is over, e.g. in the lobby at the reception desk or in the cafeteria. Take care of them, offer them coffee or show them the way to the toilets.

1.

Research with deaf persons

Preparation for the study



C. Recruitment of respondents

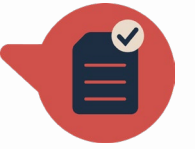
- **Remember that respondents may not know Polish language.** Not all Deaf persons know Polish. In particular, persons who were born deaf may not necessarily know Polish as this is a foreign language for them (and what's more, a very difficult one!) Remember to take it into account in the recruitment process.
- **Identify the target group: human being at the heart of it all.** Don't forget that respondents are first and foremost human beings with an array of experiences and characteristics. Don't be afraid to think about them as you would with any other research subjects: identify their life situations, habits, place of residence etc.
- **Inform them about the presence of an interpreter.** In recruitment, inform whether an interpreter will be present during the study. This boosts the respondent's sense of comfort.
- **Consider the community.** Subjects may know one another, especially if the study is conducted in the same city. This is an element worth considering during the study.



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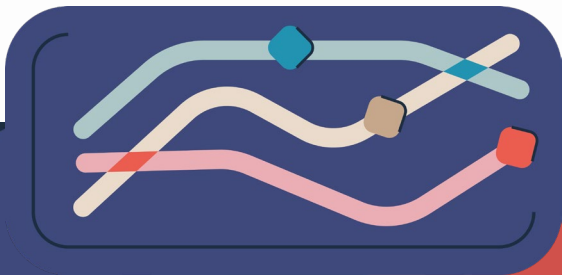
Research with deaf persons

Preparation for the study



D. Information provided to respondents prior to the study

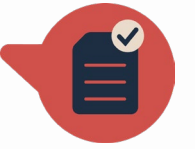
- **Inform them how to get to the site.** Prepare details to help respondents get to the study site, e.g. the exact address, how to get there (tram, bus), location of the entrance to the building, what to expect upon arrival (e.g. you need to go the reception desk or someone will be waiting at the entrance).
- **Tell them how long the study will last.** This will help respondents plan their trip back home.
- **Tell them what to expect during the study.** It's important to prepare the respondent to what will be happening during the study: how many people will be present, whether the meeting will be recorded and what amenities will be available (Internet, access to electricity).
- **Ask them to be ready with their equipment.** If you will be using the respondent's phone or computer, ask them (as far as possible!) to come with the equipment they most often use (Braille notepad, headphones, external keyboard, etc.).



1.

Research with deaf persons

Preparation for the study



E. Equipment and tools

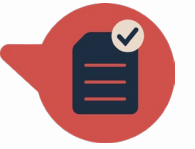
- **Remember about assistive technologies.** Check the types of assistive technologies which the respondent may use. These may include hearing aids or induction loops. It is advisable to ask and plan for this in the study.
- **Have a plan B.** A number of unplanned situations may occur during studies. Additionally, you can record the session with a voice recorder (e.g. on your phone) or take photos during the study. It's a back-up for any unexpected emergencies.
- **Check the settings of the recording equipment.** If the study is observed remotely

e.g. by designers or an additional researcher who takes notes), check the equipment settings. It is important that both the respondent and the PSL interpreter stay within the shot. If the study is recorded with an internal webcam, check the angle (you may need to use the laptop stand). It will be good to test it before the first on-site recording in the room.
- **Make sure you have the consent to screencast.** Check in particular if your agreement with the respondent includes the consent to screencast. If yes, inform explicitly about the consent. If not, inform about that accordingly.

2.

Research with deaf persons

During the study



- **Comply with what has been agreed.** Stick to the instructions provided ahead of the study, e.g. wait for the respondent at the agreed location, do not change the study site at the last moment.
- **Introduce persons who take part in the study.** Say who is present during the study and what their role will be (researcher who will be a note-taker, interpreter, observer, etc.).
- **Help with setting up and connecting the equipment.** Help with Internet connection and offer to plug in the equipment.
- **Determine any adjustment solutions used by the respondent.** At the beginning of the test, ask about the adjustments used by the respondent: hearing aid, induction loop, etc. If they use any of them make sure that they can use them during the study (provide access to electricity, organize space, etc.).
- **Address the respondent.** Do not address the interpreter but the subject of your study.
- **Ensure safety.** Take steps to avoid compromising the safety of the subject. If the study requires logging or the use of data, turn off the camera and microphone (inform the respondent accordingly, to make them feel safe).



Checklist

Research with persons with
mobility impairments



1.

Research with persons with mobility impairments

On the day of the study



A. Study design and logistics

- **Define the goal of the study.** Focus on WHAT and WHY you want to test, what you don't know, and what could be an issue for persons with mobility impairment.
- **Add extra time to the scenario.** This study may take longer because the researchers will need more time to grasp the context.
- **Plan some time between interviews.** Make sure that there is an adequate break between conversations. During the break you can clean the room unhurriedly or set up the equipment, escort the respondent out of the room when the session is over and give the next subject some time to settle in comfortably.

2.

Research with persons with mobility impairments

- **Conduct a pilot study with a person with mobility impairment.** The pilot will help you better grasp the context of the study and identify potential pitfalls in the scenario.
- **Conduct your study live.** This study should not be conducted online, especially if you are just beginning to research on subjects in this group.
- **Plan a pilot day.** On the first day schedule only one interview. This will help you check if all the areas and issues are covered and will give you time to correct the problem, if any.
- **Invite two researchers.** Two researchers should be present at every meeting. It will be easier for you to address different needs without leaving the respondent unattended.

2.

Research with persons with mobility impairments



- **Fix the meeting place with the respondent.** This is important, in particular if more people will be involved in contact with respondents. This will help you avoid any potential information noise.
- **Book a room.** Ensure that the room is accessible to persons in a wheelchair or with crutches (e.g. wide doors, no stairs), and meets other requirements (see: setting the space) and it can be reached from key areas (entrance, reception, toilets).
- **Inform your coworkers and the building staff about the study.** Whatever the study site (corporate premises or rented space), inform the staff of the facility: people at the reception desk, security staff and members of the technical team. Instruct them on how to behave (e.g. guide the respondent to the lift), and tell them what may be needed during the study (e.g. Wi-Fi access).
- **Handle the paperwork.** Ensure that visitor access cards are ready (if they are needed on site), there is Internet access (get a password), make sure that there are no scheduled events on the same day which could be a disruption to your study (e.g. press conference, mock evacuation etc.)

2. Research with persons with mobility impairments

B. Information provided to respondents prior to the study

- **Inform them how to get to the site.** Prepare details to help respondents get to the study site, e.g. the exact address, how to get there (tram, bus), location of the entrance to the building, what to expect upon arrival (e.g. they need to go the reception desk or someone will be waiting for them at the entrance). It is important to give this information well in advance for respondents to be able to prepare and plan their trip.
- **Tell them how long the study will be.** This will help respondents plan their trip back home.



2.

Research with persons with mobility impairments



- **Tell them what to expect during the study.** It's important to tell the respondents what will be happening during the study: how many people will be present, whether the meeting will be recorded and what amenities will be available. If the research will be about an app or a Website, tell the respondent in advance that tasks will be performed on their phone or laptop.
- **Ask them to be ready with their equipment.** If the research is about apps or Websites, ask respondents to (as far as possible) to bring the accessories they most often use (supports, handles, external keyboard, etc.).

2.

Research with persons with mobility impairments

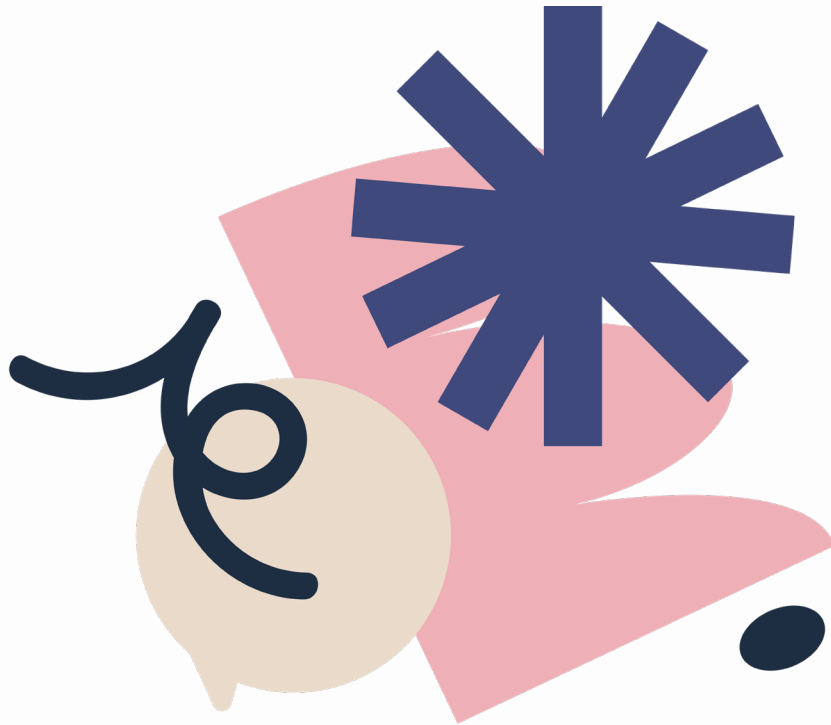
C. Recruitment of respondents

- **Identify the target group: degree of impairment and assistive technologies.** Persons with motor impairments represent an extremely heterogeneous group: their disability may be congenital or acquired, they may have amelia or their motor functions could be impaired. The degree of such disorders may also vary. In some cases the disease causes progressive motor impairments – someone diagnosed in the early stages of the disease may not yet experience any disease effects. Therefore, at the recruitment stage it is important to consider and check properly the degree of impairment against the goals of the study.



2.

Research with persons with mobility impairments



- **Identify the target group: age of respondents.** For persons with mobility impairments, some problems may be due to age rather than their disease-induced disability. Therefore, at the sampling stage, please note the number of elderly respondents.
- **Identify the target group: human being at the heart of it all.** Don't forget that respondents are first and foremost human beings with an array of experiences and characteristics. Don't be afraid to specify in the guidelines such parameters as age, place of residence, education, or use of specific solutions.

2.

Research with persons with mobility impairments



D. Setting the space

- **Separate and enclosed space.** Respondents should feel safe there. They should feel that they are not being watched by bystanders and that their belongings are safe. This will help them get a full focus on the study.
- **Do the space test.** Make sure that you know the quickest and easiest way to the toilet which the respondent may use. Does the toilet meet accessibility standards? What is the path from the entrance to the study room? Does the space in the building, in front of the building and the road from the bus stop have no architectural barriers?
- **Prepare drinks and snacks.** This is always a sign of hospitality. It is a good idea to prepare glasses and water in small bottles, as well as drinking straws.
- **Arrange the furniture.** When arranging the furniture make sure that it is easy to reach on foot or in a wheelchair, and easy to use. Provide some space to place the belongings, hang up a coat or jacket, put down an umbrella, etc. It may be useful to have a special holder for a cane or crutch attached to the edge of the table.

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- **Prepare a large worktop.** Ensure that the worktop is large enough for responders to arrange their equipment comfortably, and with convenient access to snacks and drinks.
- **Provide access to electricity and Internet.** Respondents may need to recharge the equipment used during the study. Make sure they have convenient access to sockets or provide an extension cord. Tell them that Internet connection is also available.
- **Take care of accompanying persons.** It is up to the respondent to decide if an accompanying person should be present during the study. However, it is advisable to provide some space where they could wait until the study is over, e.g. in the lobby at the reception desk or in the cafeteria. Take care of them, offer them coffee or show them the way to the toilets.



Research with persons with mobility impairments



E. Equipment and tools

- **Find out if the respondent will use their own equipment.** Because the shape and size of the phone or the keyboard may be of relevance for persons with mobility impairments, we recommend that respondents' devices be used in the study. Ask participants to have with them, if possible, supporting accessories for electronic devices, provided that they use them on a daily basis.
- **Have a plan B.** A number of unplanned situations may occur during studies. Additionally, you can record the session with a voice recorder (e.g. on your phone) or take photos during the study. It's a back-up for any unexpected emergencies
- **Check the settings of the recording equipment.** Most probably, the way people with mobility impairments actually use the devices will be an important element of observation. In this case, it is a good idea to prepare a tripod for the phone or camera used to record interviews. Position the tripod to enable the respondent to use it as much as they do it in their everyday life. You may also want to screencast the respondent's phone. Make sure this will be possible.
- **Make sure you have the consent to screencast.** Check in particular if your agreement with the subject includes the consent to screencast. If yes, inform the subject explicitly about the consent. If not, the second researcher should note down with precision the respondent's moves (where they click, how they navigate through interface, etc.).

3.

Research with persons with mobility impairments



A. Start of the study

- **Comply with what has been agreed.** Stick to the arrangements provided to the respondent ahead of the study, e.g. wait for the respondent at the agreed location, do not change the study site at the last moment, etc.
- **You don't know how to behave? Ask.** After the greeting, if you do not know how to help the respondent e.g. to move to the room where the study will be conducted – just ask.
- **Help with setting up and connecting the equipment.** Help with Internet connection and offer to plug in the equipment.
- **Show to the respondent the spatial setting of the study** Usher the respondent to the chair and help them hang up their coat or jacket. If the person with a mobility impairment is also blind or visually impaired describe the room you are in (say where the table is and what is on its top).
- **Inform about the observers.** Talk about the other person in the room and their role – say that this is the second researcher who will be taking notes and can also ask questions. Let them also know if there are other people watching (e.g. via streaming on a computer).

3.

Research with persons with mobility impairments



B. During the study

- **Keep them informed about what is happening.** Keep them informed about what you are doing (e.g. "I'm turning on the recording"), talk about what is being recorded (e.g. "I'm recording your face and not screencast").
- **Determine any adjustment solutions used by the respondent.** At the beginning, ask about the adjustments used by the subject. Don't be afraid to ask direct questions and list examples (supports, holders, stands, etc.). Such solutions may be so obvious to the respondent that they will not think of them as any special adjustments.
- **Use the think-aloud protocol.** Ask the respondent to
 - comment aloud what they are doing. In addition, ask questions or request explanations throughout the study.
 - **Narrate actions and the situation.** During the study, when the respondent is performing any movement on their device, say out loud what they are doing this is highly important if there is no screencast). If they are talking, do not interrupt. Just write down your observations or say them loud when they have finished talking and move on to the next question.
 - **Ensure safety.** Make special efforts to avoid compromising the safety of the respondent. If the study requires logging or the use of sensitive data, turn off the camera. Remember to inform the respondent – this will make them more secure.



Thank you!



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