

# **Methods of Contextualising**

# Wayfinding at CSM

TOOL

The system is mainly composed of signs to help people navigate the campus.

It organises places by blocks, floors, room name and/or number.

Wiring centre  
131

Jewellery, Textiles & Materials B101-5

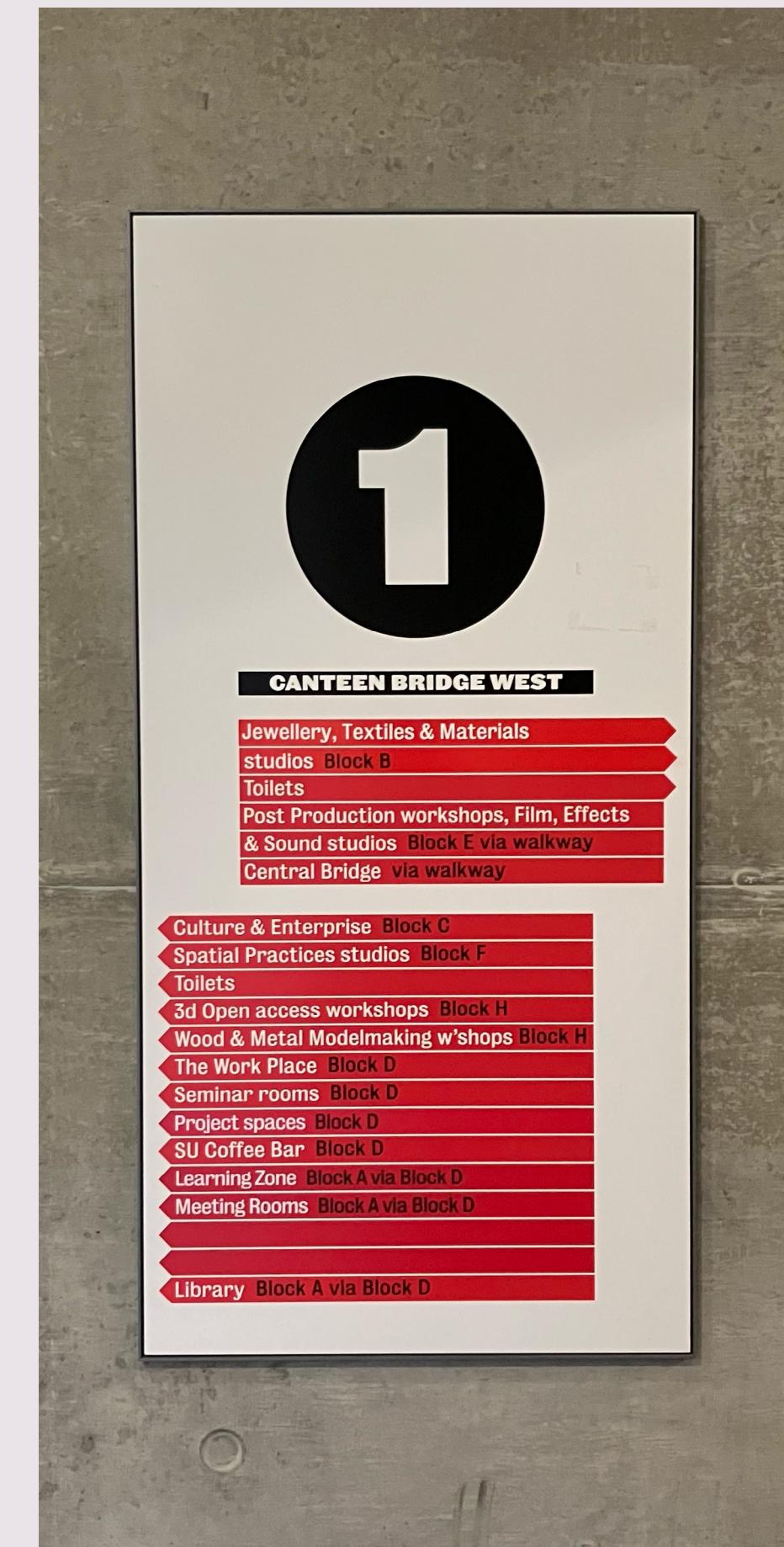
Toilets

3D Make: Digital Workshop  
H109

Project space  
D102

Store  
E126

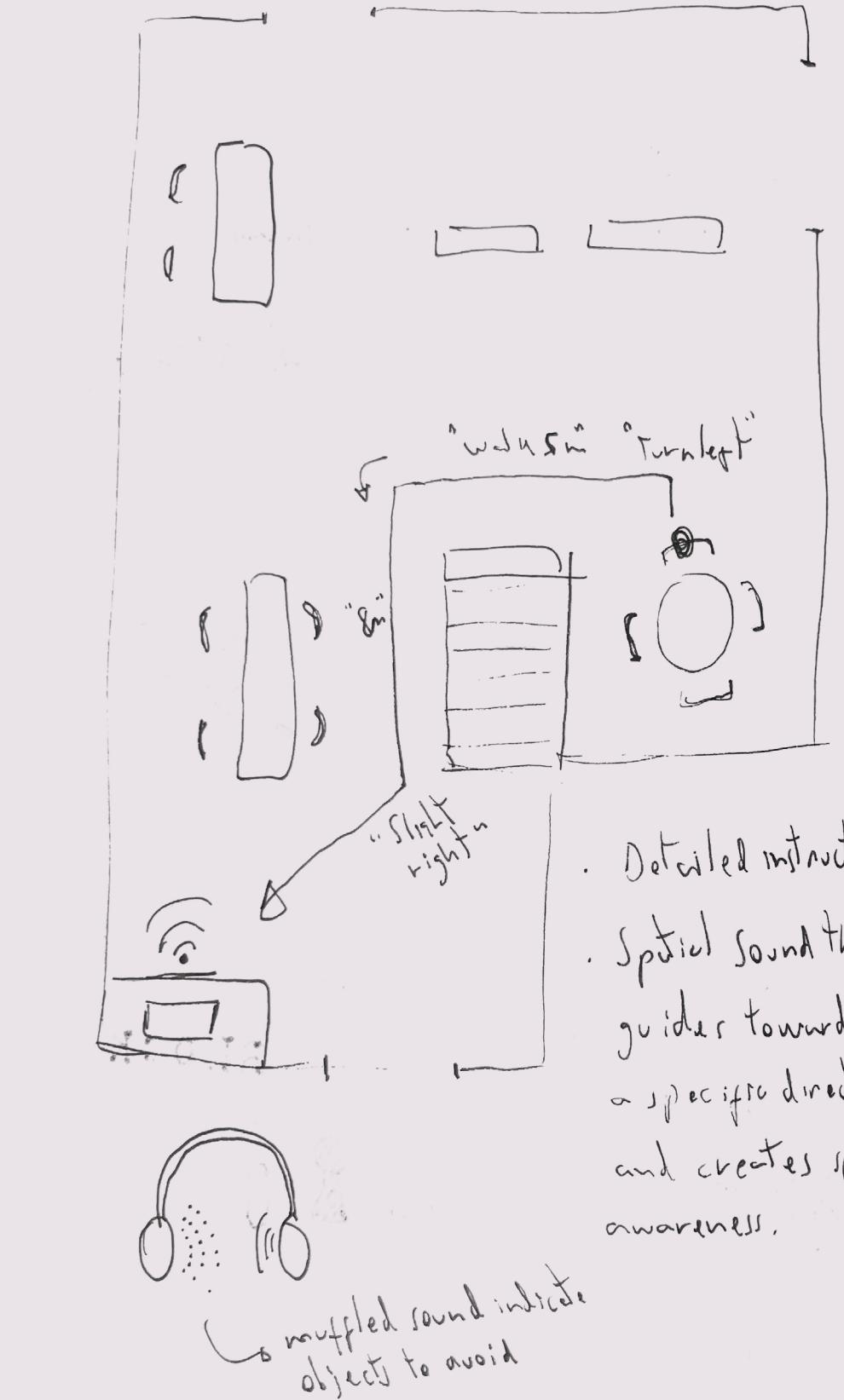
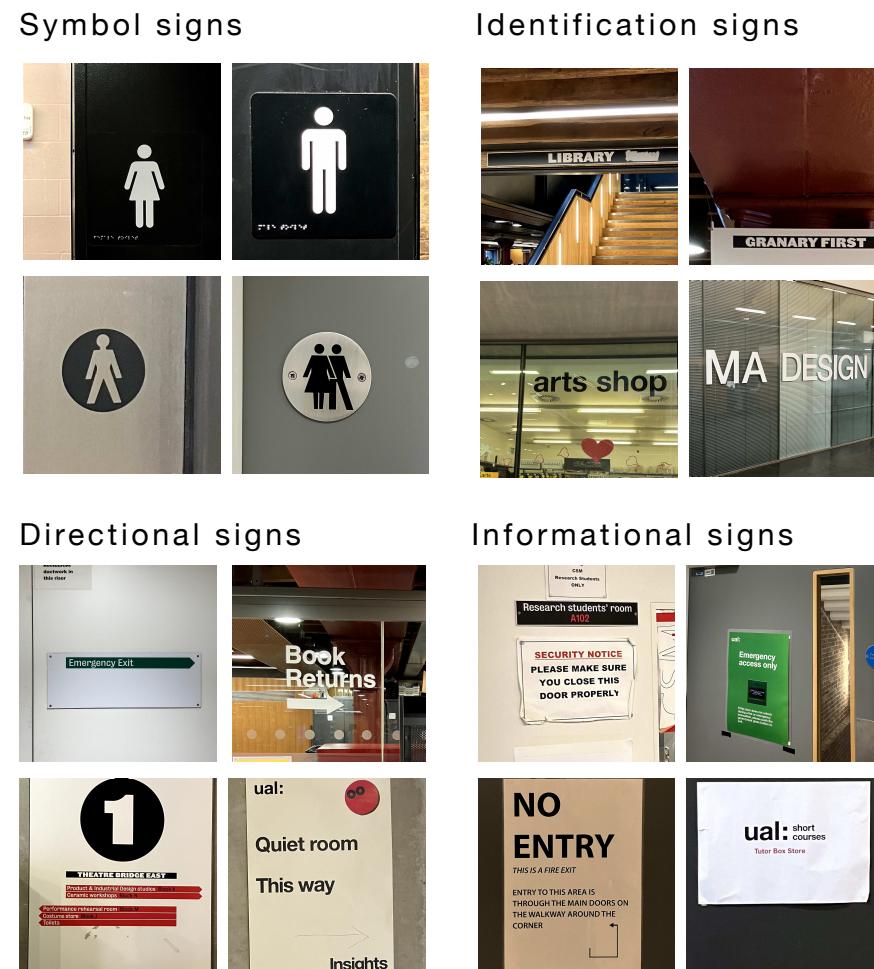
MA Arch studio  
A117



## METHODS

After photographing the signs on campus, the main issues we encountered were low contrast, confusing directions and the high amount of information on some signs.

We used sorting and sketching as our initial methods, and researched colour palettes that would work for colour blind people.



**Dyslexia Style guide**

This Style Guide provides principles that can help ensure that written material considers the difficulties experienced by some dyslexic people and allows for the use of text to speech to facilitate ease of reading. Adopting these principles for dyslexic readers has the advantage of making all written communication easier on the eye for everyone.

When making changes consider all the ways that you use written communications, such as emails, presentations, web pages and printed materials. Consider these principles in combination with other accessibility guidance such as the Web Accessibility Content Guidelines (WCAG).

**Readable Fonts**

- Use sans serif fonts, such as Arial and Comic Sans, as letters can appear less crowded. Alternatives include Verdana, Tahoma, Century Gothic, Trebuchet, Calibri, Open Sans.
- Font size should be 12-14 point or equivalent (e.g. 11.2em / 16-19 px). Some dyslexic readers may request a larger font.
- Larger inter-letter / character spacing (sometimes called tracking) improves readability by 35% of the average letter width. If letter spacing is excessive it can reduce readability.
- Inter-word spacing should be at least 3.5 times the inter-letter spacing.
- Some dyslexic people find that larger line spacing improves readability. It should be proportionate to inter-word spacing; 15 / 150% is preferable.
- Avoid Underlining and italics as this can make the text appear to run together and cause confusion. Use bold for emphasis.
- Avoid using capital letter and uppercase letters for continuous text. Lower case letters are easier to read.

**Are you dyslexic? \***

Yes  
 No  
 I'm not sure

**I am dyslexic**

**Do you like CSM's wayfinding system? \***

Yes  
 No  
 I'm not sure

**Why?**

it's confusing to find the different areas indicated by letters

**Scan the QR code if you prefer to answer online.**

**Replied to you**

**1 HD**

Blocks A, C, D, F and H  
 Tiaras & Jewels  
 Jewellery & Accessories, Block C  
 Jewellery & Accessories, Block D  
 12 Open Access Jewellery, Block H  
 Moon and Stars Jewellery, Block H  
 Blocks B, E and J  
 Tiaras & Jewels  
 Jewellery & Accessories, Block B  
 Jewellery, Tiaras and Jewels, Block D  
 Moon & Stars, Block H

**I love the layout actually**

Next, we decided for dyslexic people as our audience, which helped on our research.

We put up posters around campus with a very short survey for dyslexic people, and had responses from two non-dyslexic, one neurodivergent, and two dyslexic people.

One of them, Aria, answered a lot of extra questions and gave feedback for one of our layouts.

**top left** <https://cdn.bdadyslexia.org.uk/uploads/documents/Advice/style-guide/BDA-Style-Guide-2023.pdf>

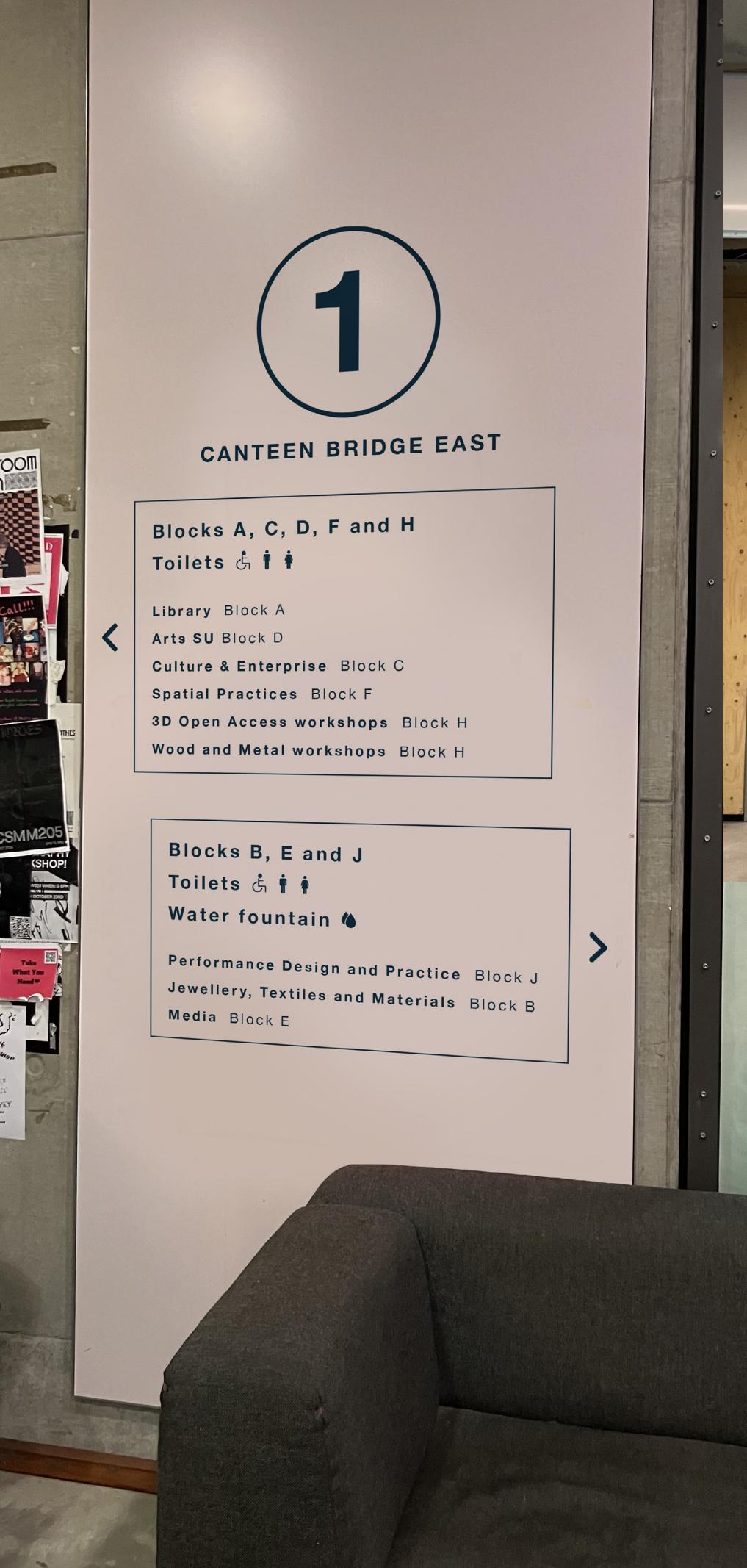
# 1 F & C, H & D, A



Culture & Enterprise Block C  
Spatial Practices studios Block F  
Toilets  
3d Open Access workshops Block H  
Wood & Metal Modelmaking workshops Block H  
The Work Place Block D  
Seminar rooms Block D  
Project spaces Block D  
SU Coffee Bar Block D  
Learning Zone Block A via Block D  
Meeting Rooms Block A via Block D  
Research Block A via Block D  
Library Block A via Block D

Performance Design & Practice studios Block J  
Jewellery, Textiles & Materials studios Block B  
Post Production workshops,  
Film, Effects & Sound studios Block E via walkway  
Toilets  
Central Bridge via walkway

Current signs



## OUTCOMES

F and C blocks have extra signs by their entrance.

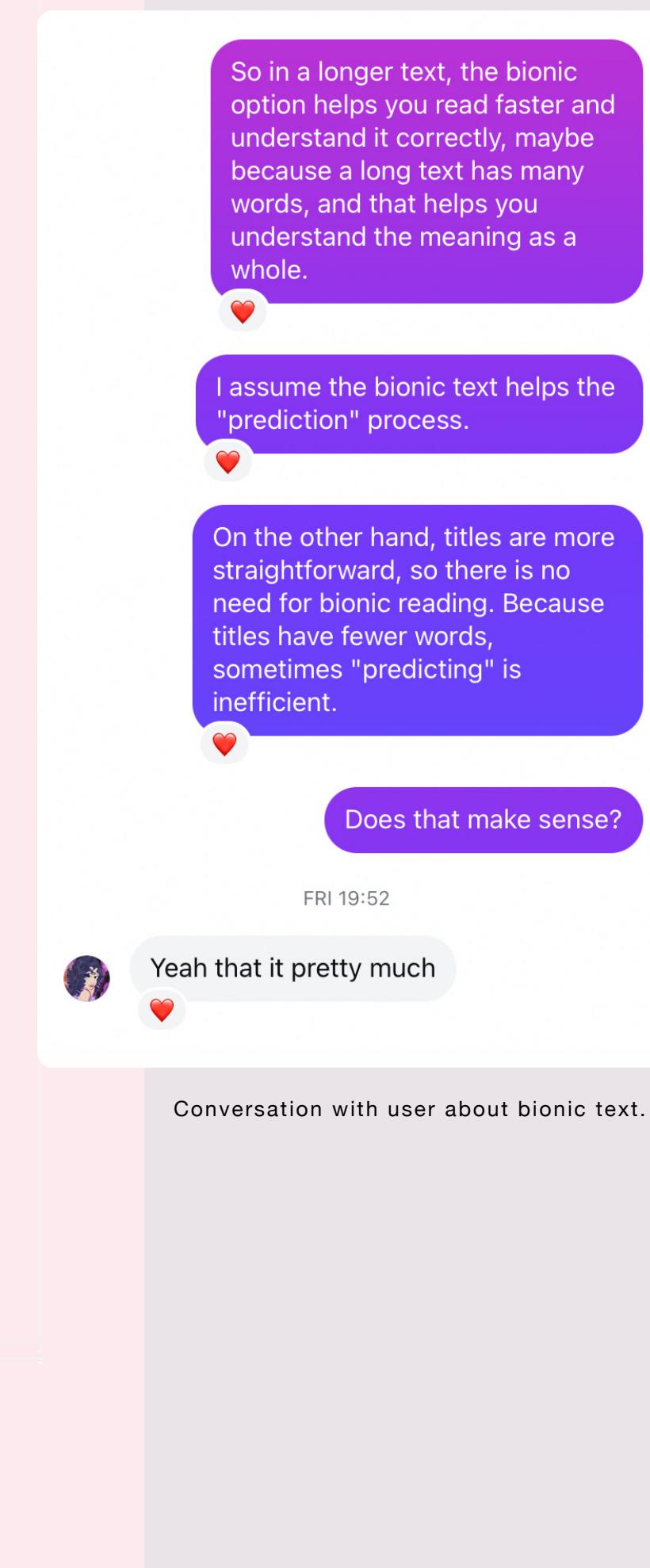
With this information, we set a few rules for our designs.

The **wayfinding system** should have more signs with more relevant and well organised information.

Every layout should use direct text with 150 letter spacing, 1.7x line height and light non-white background.

This map is specifically designed for individuals with dyslexia, making it easier for them to read and navigate the Graphic Communication Design area at CSM. It aims to enhance accessibility and facilitate the use of facilities within the space. You will see from this map that we have a huge range of shared spaces and workshops at CSM GCD block. Students have access to workshops essential to their course, and negotiated access to workshops outside of their disciplines.

Looking for a specific room? Some of the classes on your timetable will have a specific room number. The first letter of the room number indicates which block the room is in, and the first number indicates which floor the room is on. For example, room E002 is located in block E, floor 0. You can see the blocks and floors on this map.



OUTCOMES

This GCD block map is designed for people with dyslexia. To improve readability, we avoided using black and white, opting instead for pink and dark blue. For the text descriptions, I increased the letter and line spacing to make reading easier. Additionally, I bolded the first few letters of each word, a technique that helps individuals with dyslexia process text more effectively.



## OUTCOMES

This map uses intuitive graphic symbols instead of text-based labels to indicate locations, making it easier to identify and navigate different spaces accurately. By minimizing reliance on complex text and enhancing visual clarity, our design provides a more inclusive and user-friendly wayfinding experience.



Printer



Lockers



Sink



Water fountain



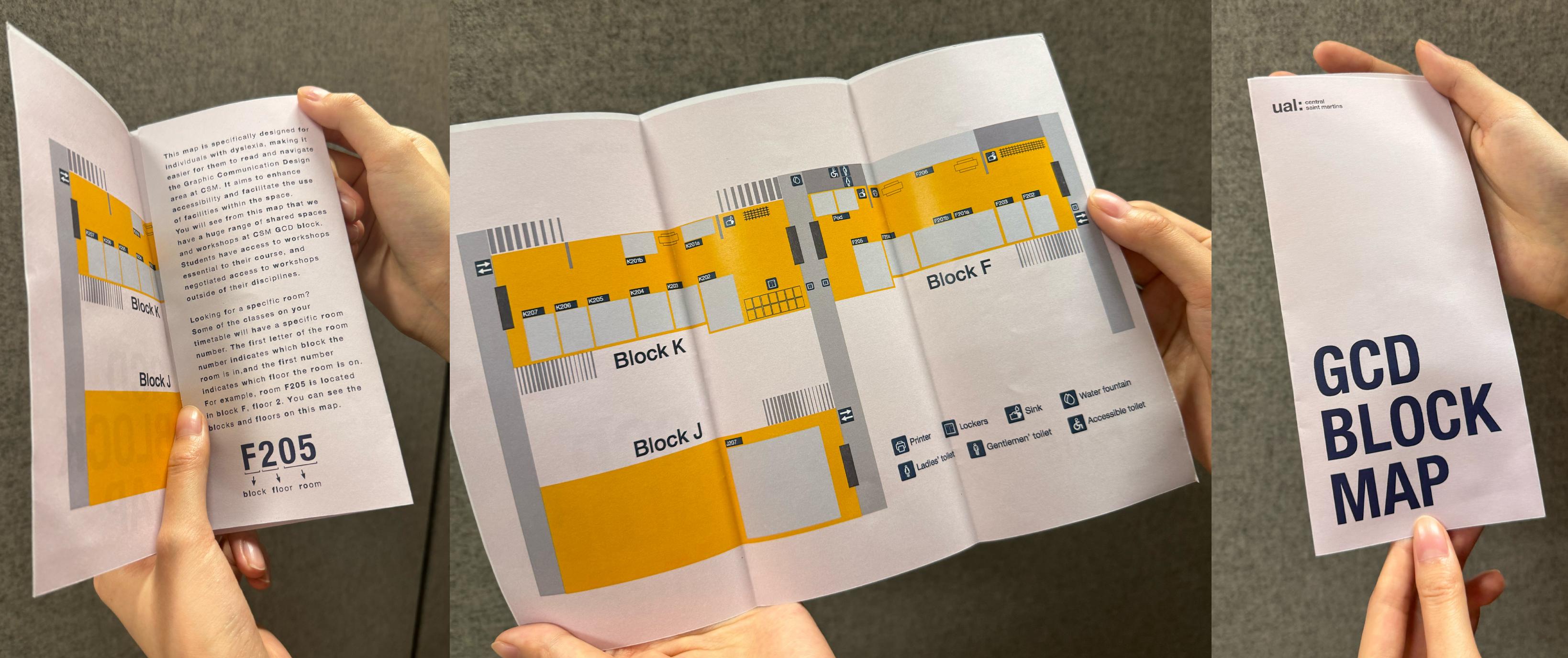
Ladies' toilet



Gentlemen's toilet



Accessible toilet



## PROJECT PROPOSAL



We got input from two dyslexic people and had a long conversation with one of them, but we didn't **design with** them, we **designed for** them.

We propose a project that brings dyslexic students and staff together to rethink CSM's wayfinding system using different media.

“ Let's not fix things little by little. Let's just dramatically break this and change it. ”

**top left** Street sign from Ruby Violet Ice Cream on Midland Goods Shed, 3 Wharf Road, N1C 4BZ, London  
**bottom left** Hannah Korsmeyer quoted by Lesley-Ann Noel on episode 257 of the Scratching the Surface podcast. <https://scratchingthesurface.fm/257-lesley-ann-noel>



## CANTEEN BRIDGE EAST

**Blocks A, C, D, F and H**

**Toilets** ⚡ ⚡ ⚡

**Library** Block A

**Arts SU** Block D

**Culture & Enterprise** Block C

**Spatial Practices** Block F

**3D Open Access workshops** Block H

**Wood and Metal workshops** Block H



**CANTEEN BRIDGE EAST**

**Blocks B, E and J**

**Toilets** ⚡ ⚡ ⚡

**Water fountain** ⚡

Performance Design and Practice Block J  
Jewellery, Textiles and Materials Block B  
Media Block E

**Blocks B, E and J**

**Thank you!**