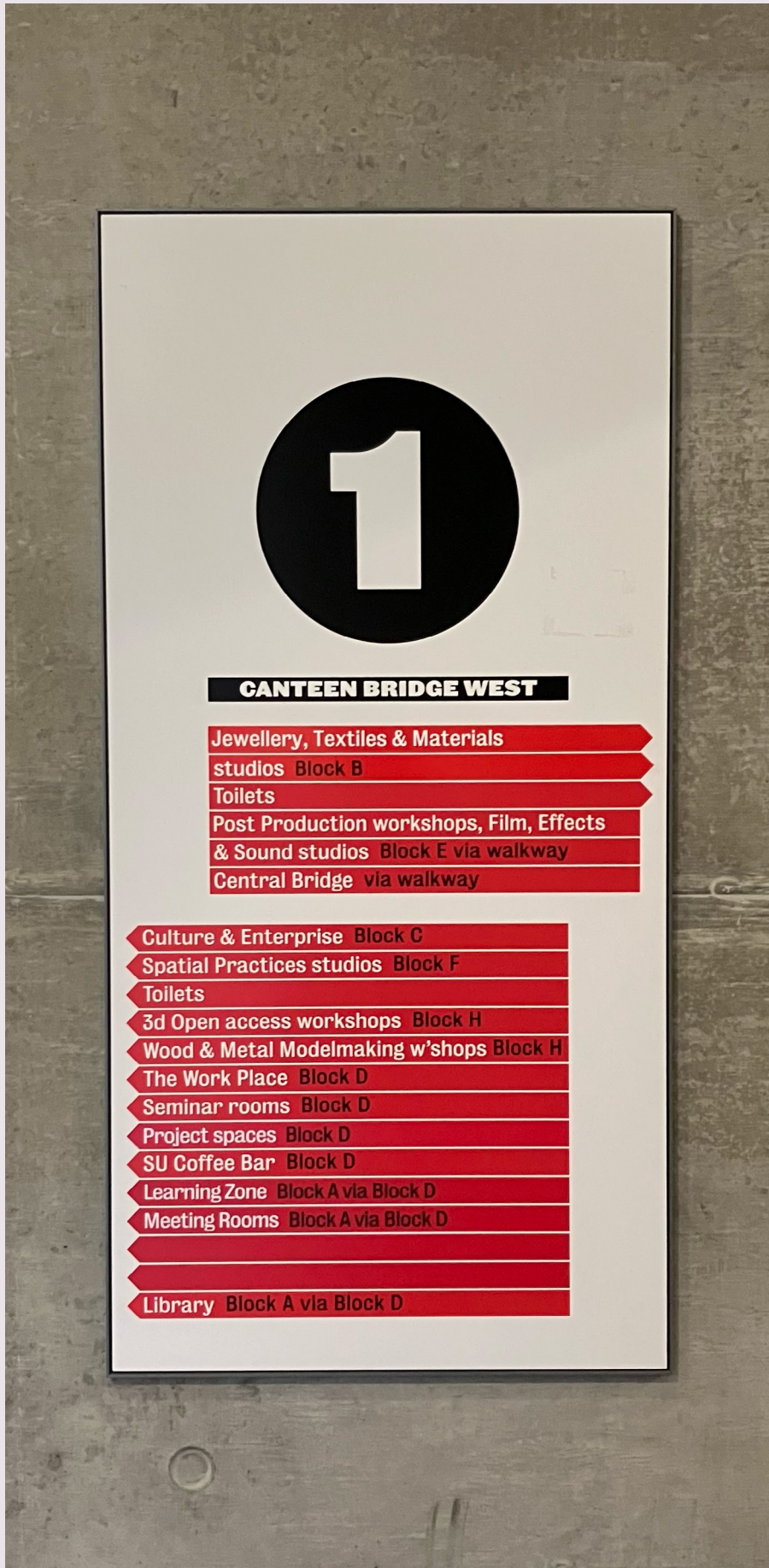


Methods of Contextualising

Wayfinding at CSM

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

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



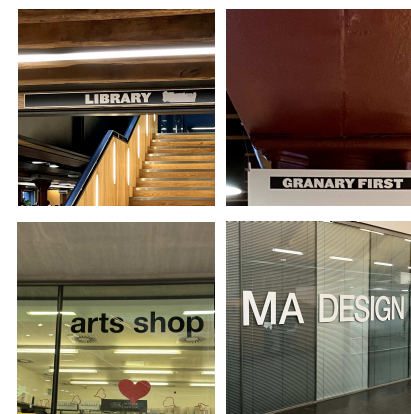
After photographing the signs on campus, the main issues we encountered were low contrast, confusing directions and the high amount of information on some signs.

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

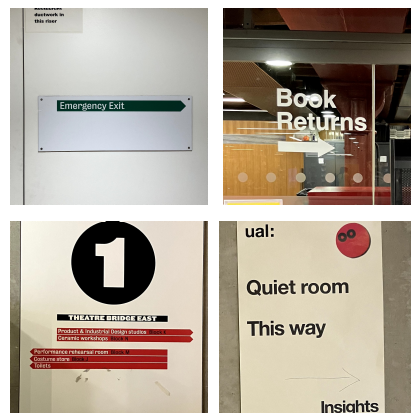
Symbol signs



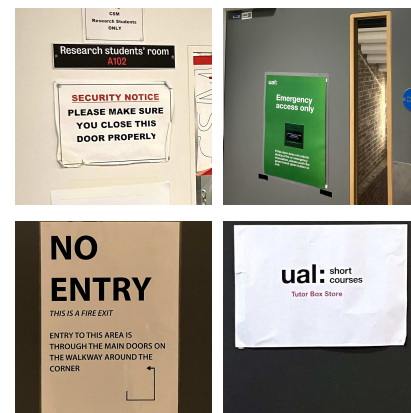
Identification signs



Directional signs



Informational signs



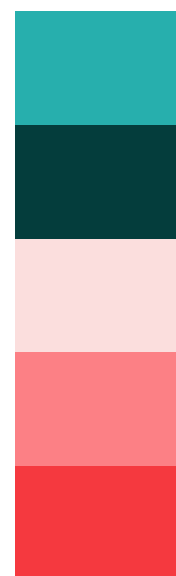
RGB color perception



Protanopia



Deuteranopia



Tritanopia



Achromatopsia



Protanomaly



Deuteranomaly

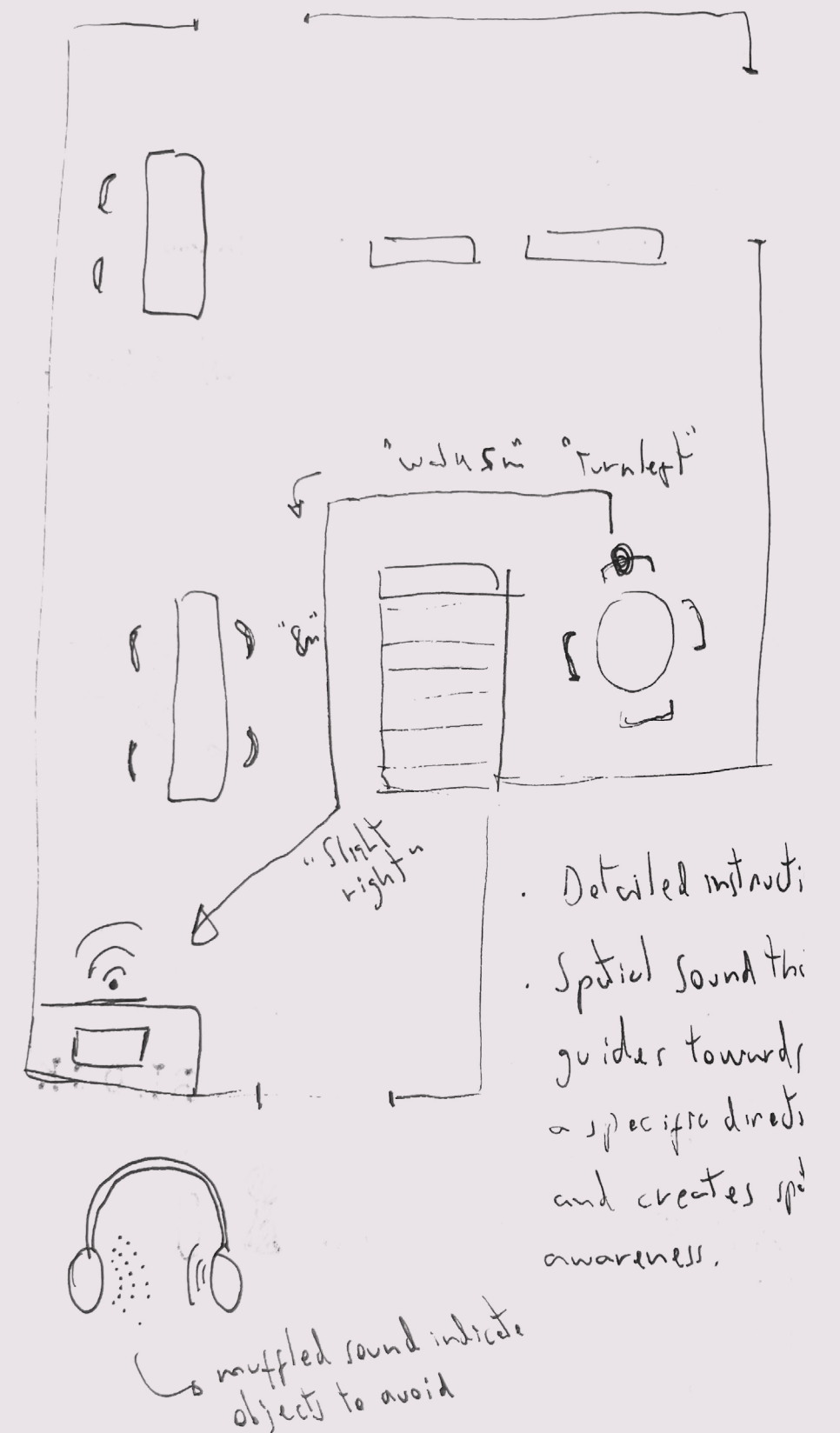


Tritanomaly



Achromatomaly

METHODS



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. 11-12em / 16-19 px). Some dyslexic readers may request a larger font.
- Larger inter-letter / character spacing (sometimes called tracking) improves readability. 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 proportional 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.

Replied to you



I love the layout actually



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?

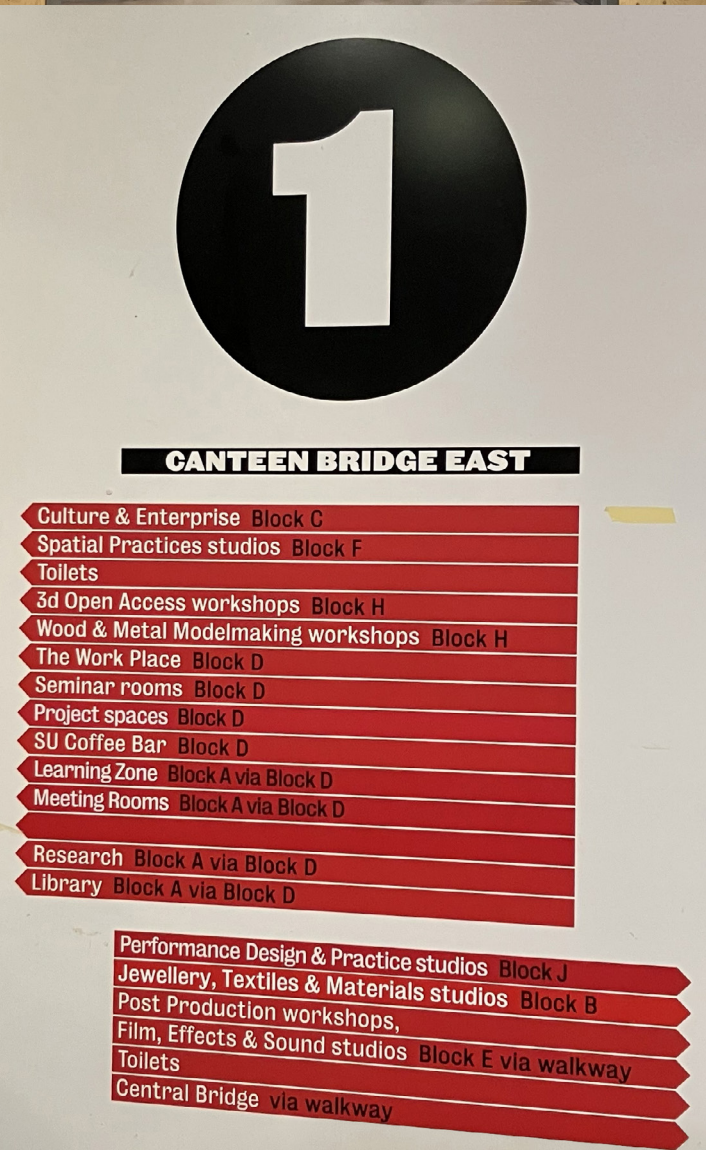
it's confusing to find the different areas indicated by letters

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

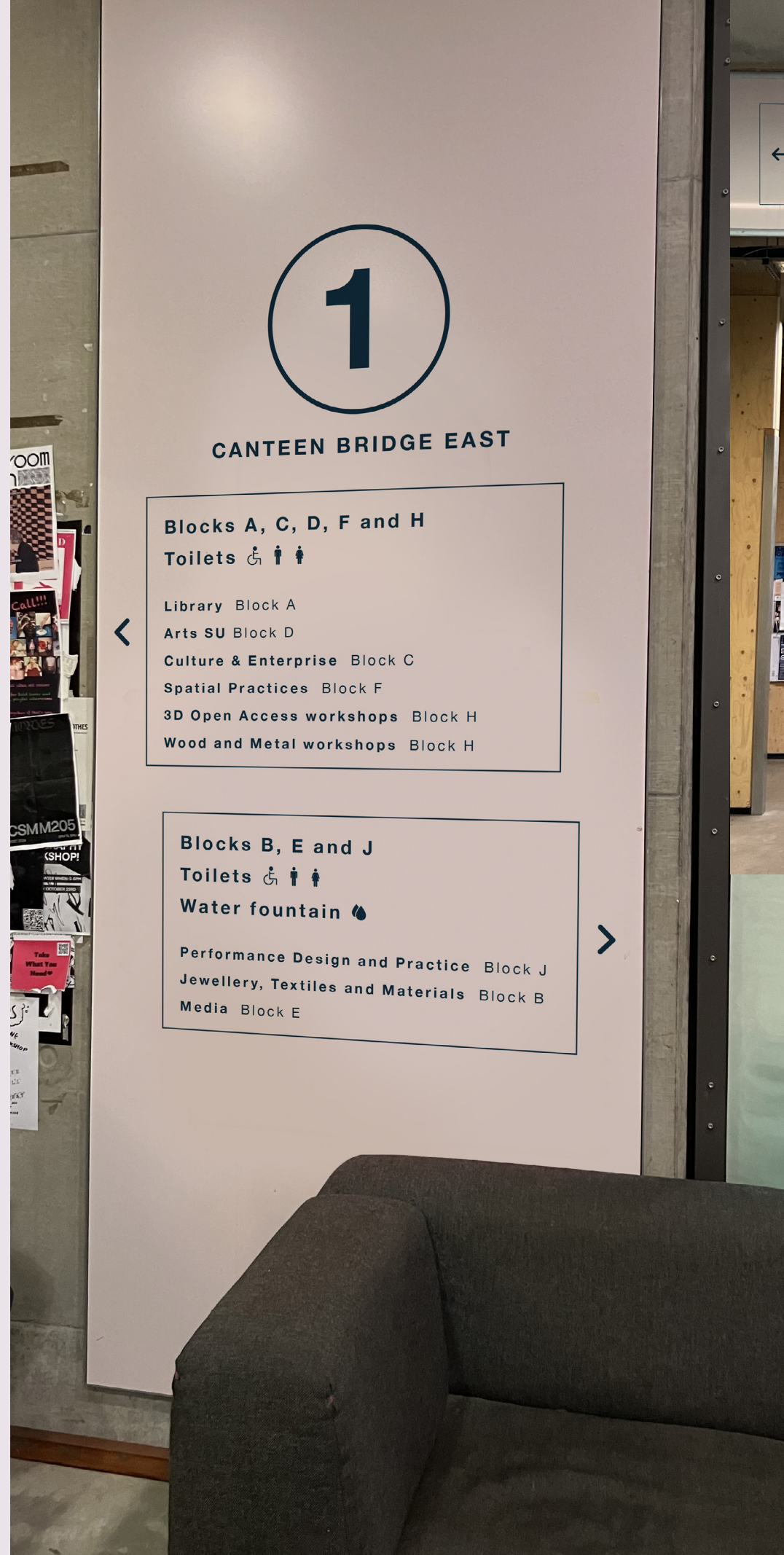
We put up posters around campus with a very short survey for dyslexic people, and had responses from two non-dyslexic, one neurodivergent, and two dyslexic people.

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>



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.

So in a longer text, the bionic option helps you read faster and understand it correctly, maybe because a long text has many words, and that helps you understand the meaning as a whole.

I assume the bionic text helps the "prediction" process.

On the other hand, titles are more straightforward, so there is no need for bionic reading. Because titles have fewer words, sometimes "predicting" is inefficient.

Does that make sense?

FRI 19:52

Yeah that it pretty much

Conversation with user about bionic text.

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.

Bionic Reading®

ProductsCommunityCompanyPoliciesENDE

“Oh yesssssssss...we did it again.”

“What? Another Bionic Reading® Font?”

“Yes. You already know this Bionic Reading® Font.”

“Yes. I already use them.”

“And this is our brand new font for YOU. Bionic Reading® Serif.

And of course also as

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



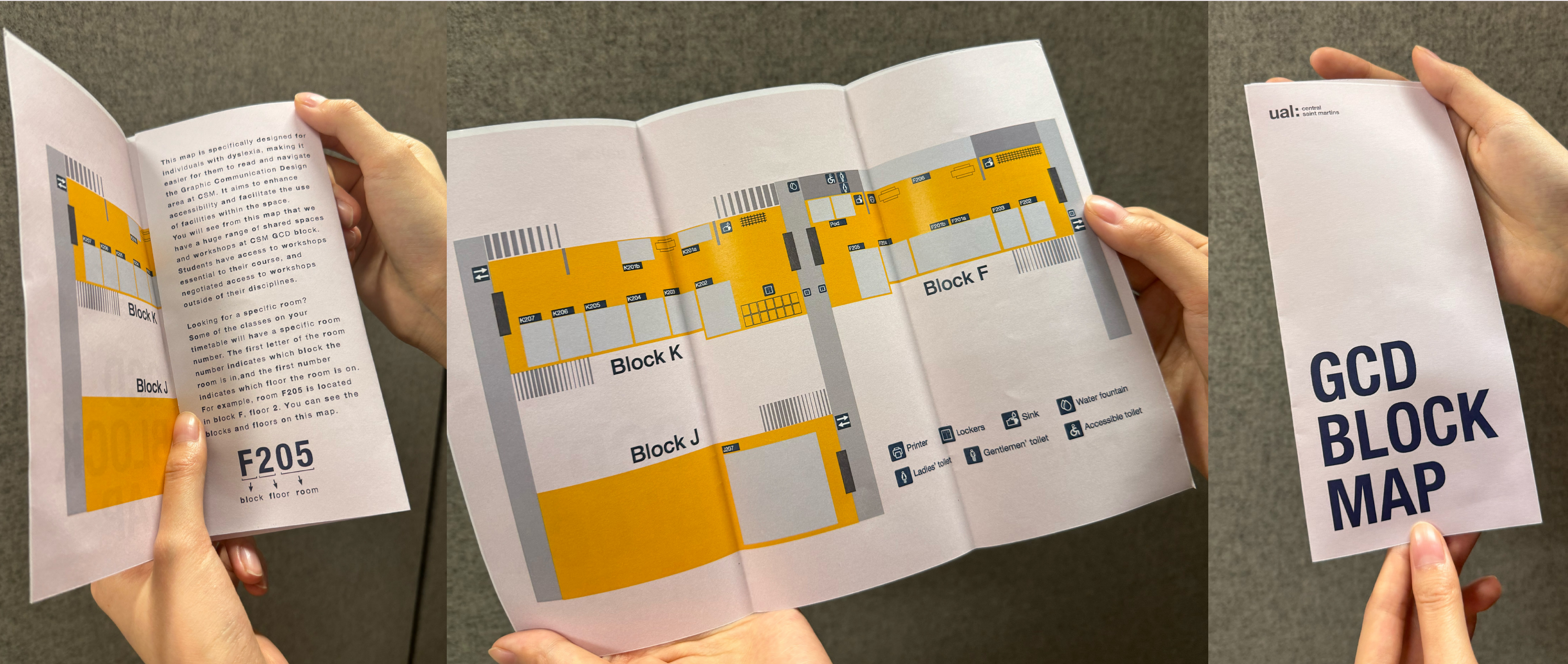
Ladies' toilet



Gentlemen' 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

Blocks B, E and J



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

Thank you!