Course Title	Design for All			
Course Code	MGA 320			
Type of course	Core			
Level	Undergraduate			
Year / Semester of study	Third Year / Third Semester			
Name Instructor	Dr Andri Ioannou			
ECTS	6	Lectures / week	3 hours/week	Laboratories / week	0
Course objective	The purpose of the course is to present to students topics related to information technology, communication and accessibility, accessible content, accessible entry and exit in computer systems, new design processes, principles and examples of accessible and interactive computer and human interaction and techniques for the design of accessible human-centered systems. Within this course students will have the opportunity to elaborate on a wide range of topics related to concepts, necessity, general principles, and design guidelines for all. The purpose of the 'Design for All' course is to examine ethical issues, legal constraints and guidelines, trade trends, standards, and good practices in relation to global reality. Finally, the course provides accessibility design exercises and accessibility experiences.			
Learning outcomes	After completing the course, students will be able to: • Demonstrate the importance of 'Design for All' and the reasons for its implementation. • Identify the needs of different groups that are often not taken into account in the design process, for example people with visual impairment, cognitive problems, motor problems, the elderly. • Employ design procedures and methodologies for designing for everyone. • Express arguments to support design for all in different design scenarios. • Design interactive systems that take into account the needs of a broad spectrum of the population.			
Prerequisites	MGA 240 User Centered Design	co-requisites		
Content Course	Lectures: (matter is indicative and subject to potential changes)			

Teaching Methodology	The course includes both theoretical and practical parts. The theoretical parts will present design techniques and theories for everyone. The practical parts of the course follow a problem-based learning approach and includes a case study. The attendance of lectures and participation in the practice is mandatory.
Bibliography	Bibliographic References: For this course there is no compulsory textbook, but students are required to study the literature of the MGA240 course and the bibliography listed below for the successful completion of the work. Separate lists of literature, articles and other resources will also be given in each lesson. • *Inclusive Design Toolkit* (2018) Retrieved from http://www.inclusivedesigntoolkit.com
	• Chairs Constantine Stephanidis, Gavriel Salvendy, Members of the Group Margherita Antona, Jessie Y. C. Chen, Jianming Dong, Vincent G. Duffy, Xiaowen Fang, Cali Fidopiastis, Gino Fragomeni, Limin Paul Fu, Yinni Guo, Don Harris, Andri Ioannou, Kyeong-ah (Kate) Jeong, Shin'ichi Konomi, Heidi Krömker, Masaaki Kurosu, James R. Lewis, Aaron Marcus, Gabriele Meiselwitz, Abbas Moallem, Hirohiko Mori, Fiona Fui-Hoon Nah, Stavroula Ntoa, Pei-Luen Patrick Rau, Dylan Schmorrow, Keng Siau, Norbert Streitz, Wentao Wang, Sakae Yamamoto, Panayiotis Zaphiris & Jia Zhou (2019) Seven HCI Grand Challenges, International Journal of Human–Computer Interaction, 35:14, 1229-1269, DOI: 10.1080/10447318.2019.1619259 • Kurniawan, S., and Zaphiris, P. (2006). Advances in universal web design and evaluation: research, trends and opportunities. Hershey: Idea Group Pub. • Constantinou, V., Ioannou, A., Klironomos, I., Antona, M., & Stephanidis, C. (2018). Technology support for the inclusion of deaf students in mainstream schools: a summary of research from 2007 to 2017. Universal Access in the Information Society, 1-6. • Lazar, J. (2007). Universal usability: designing computer interfaces for diverse user populations. New Jersey: John Wiley and Sons. • Norman, D. (2002). The design of everyday things. New York: Basic Books. • Keates, P., and Clarkson, J. (2003). Countering design exclusion: an introduction to inclusive design. Berlin: Springer.
Evaluation	Assessment Criteria According to the learning objectives of the work, the evaluation will be based on the following criteria: Grade 9 - 10 / 10 - Work has a well-developed understanding of the processes

	required. The work is based on extensive and intensive research and innovation. The student shows how s/he chose and handled methodologies and sources that are best suited to completing his/her work. Work shows skills and excellent ability. Grade 8 - 8.5 / 10 - Work has a well-developed understanding of processes and is based on a better than average performance for exploration and innovation. The student shows a good idea of how to choose and handle methodologies and resources that are appropriate for completing his/her work. Work shows skill and ability. Grade 7 - 7.5 / 10 - The work shows some understanding of the processes required, and is based on some integrated effort for exploration and innovation. The student shows some idea of how to choose and handle methodologies and resources that are appropriate for completing his/her work. The job shows some skills and abilities. Grade 6 - 6.5 / 10 - Work has a limited understanding of the processes required, and is based on a limited effort for exploration and innovation. The student shows a little how he chose and handled methodologies and sources that are appropriate for completing his/her work. Work shows skills and competencies that are less than satisfactory. Grade 0 - 6/10 - Work shows no understanding of the processes required, and / or is based on a lack of effort for exploration and innovation. The student handled the wrong methodologies and sources to complete his/her work. The work shows skills and abilities that are unsatisfactory. Group work is accompanied by a peer-evaluation report. The team gets a common project score when the peer-evaluation indicates that all team members worked equally and properly. Otherwise, the grade of the team members will vary accordingly.
Language	Greek