

# IDE Master Graduation

## Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student's IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC E&SA (Shared Service Center, Education & Student Affairs) reports on the student's registration and study progress.
- IDE's Board of Examiners confirms if the student is allowed to start the Graduation Project.

**! USE ADOBE ACROBAT READER TO OPEN, EDIT AND SAVE THIS DOCUMENT**

Download again and reopen in case you tried other software, such as Preview (Mac) or a webbrowser.

### STUDENT DATA & MASTER PROGRAMME

Save this form according to the format "IDE Master Graduation Project Brief\_familyname\_firstname\_studentnumber\_dd-mm-yyyy". Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1 !



family name Jimenez Lluva

initials M.I. given name Miriam Isabel

student number 

street & no. \_\_\_\_\_

zipcode & city \_\_\_\_\_

country \_\_\_\_\_

phone \_\_\_\_\_

email \_\_\_\_\_

Your master programme (only select the options that apply to you):

IDE master(s):  IPD  Dfl  SPD

2<sup>nd</sup> non-IDE master: \_\_\_\_\_

individual programme: \_\_\_\_\_ (give date of approval)

honours programme:

specialisation / annotation:

### SUPERVISORY TEAM \*\*

Fill in the required data for the supervisory team members. Please check the instructions on the right !

\*\* chair Gerd Kortuem dept. / section: SDE - IoT

\*\* mentor Maria Luce Lupetti dept. / section: HCD - DA

2<sup>nd</sup> mentor Annemiek van Boeijen

organisation: \_\_\_\_\_

city: \_\_\_\_\_ country: \_\_\_\_\_

comments  
(optional)  
.....

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v.



Second mentor only applies in case the assignment is hosted by an external organisation.



Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

**APPROVAL PROJECT BRIEF**

To be filled in by the chair of the supervisory team.

chair Gerd Kortuem date 24 June 2022 signature

**CHECK STUDY PROGRESS**

To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: 30 EC

Of which, taking the conditional requirements into account, can be part of the exam programme 30 EC

List of electives obtained before the third semester without approval of the BoE

YES all 1<sup>st</sup> year master courses passed

NO missing 1<sup>st</sup> year master courses are:

name C. van der Bunt date 18 - 10 - 2022 signature CB

**FORMAL APPROVAL GRADUATION PROJECT**

To be filled in by the Board of Examiners of IDE TU Delft. Please check the supervisory team and study the parts of the brief marked \*\*. Next, please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc)-programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be doable within 100 working days/20 weeks ?
- Does the composition of the supervisory team comply with the regulations and fit the assignment ?

Content:  APPROVED  NOT APPROVED

Procedure:  APPROVED  NOT APPROVED

comments

name Monique von Morgen date KE 17/10/2022 signature MvM  
AJ 25/10/2022 OK

Promoting ethnic inclusive design practices in digital product development

project title

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 19 05 2022

6 10 2022

end date

## INTRODUCTION \*\*

Please describe, the context of your project, and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money,...), technology, ...).

The British Standards Institute defines inclusive design as “The design of mainstream products and/or services that are accessible to, and usable by, as many people as reasonably possible, on a global basis, in a wide variety of situations and to the greatest extent possible without the need for special adaptation or specialized design.” In recent years, inclusive design has become a buzzword for many companies to include in their design practice and business model. Yet, existing inclusive design practices and tools, such as the Microsoft Inclusivity Toolkit, have been focused on reaching audiences that have limited motor or mental capabilities. In other words, inclusive design has been focused on promoting “accessibility”, in both physical and digital products, that mostly address problems regarding disabilities. Exclusionary practices, however, are diverse and complex: people are also marginalized based on different sociodemographic factors (such as age, gender, race, and ethnicity, among others) that often remain unaddressed in the design of digital platforms. The main reasons behind this exclusion of people are traceable to the unconscious biases that designers, as any other persona, are influenced by. This is further exacerbated by the fact that 76% of the UX Designers (in the USA) are white and only 37% of UX Designers are female, leading to misrepresentation of users that may not fit the same sociodemographic characteristics of these designers (Zippia, 2022).

Digital platforms are “tools that enable communication between supplier and consumer. This network also helps in facilitating activities between businesses and customers as well as within enterprises. Popular digital platforms today are social media platforms” (Kaushal, D. 2019). But what are the consequences of neglecting diversity and potentials for discrimination in the design of digital platforms? The effects are various and often hard to recognize. For example, uploading a picture to the UK government website fails to work as a dark skin woman, when compared to light skin woman, Figure 1 shows an example of this government website failing to work for a dark skin woman (Ahmed, M., 2020).

Examples like this are either consequence of personal biases that designers and society at large have (i.e., people are either male or female), and/or due to a lack of consideration, at personal and institutional level, for situations and conditions that do not fit with the profile of the standard citizen. Neglecting diversity in digital platforms potentiates discrimination which will consequently produce harmful externalities not only for the discriminated user but also for other people with the same trait, e.g., by reducing opportunities, perpetuating stereotypes or solidifying segregation (De Font-Reaulx, P., 2017).

The world is currently transitioning to digital and AI technologies, meanwhile, only 63% of the world population has access to internet. As Kat Holmes said: ‘Without inclusion in the heart of AI, we risk amplifying the cycle of exclusion on a massive scale’. Whether it is AI or digital platforms, we risk that more users become excluded, poorly represented in digital experiences, and discriminated, all because inclusive design practices are yet to be integrated into the ‘normal’ design process.

### Problem:

People are being marginalized from applications because they belong to a group of users that designers do not consider in their design process (influenced by unconscious biases). Marginalization of users leads to discrimination, which shapes unjust practices, institutions, and systems. If reflection isn’t instilled in the designers’ day-to-day practice, they are likely to continue their unjust practices leading to discrimination and, thus, marginalization of users.

### Opportunities:

Despite the efforts done by existing inclusivity toolkits such as the inclusive toolkit that Microsoft created for designers, there continues to be a lack of design tools that encourage inclusivity of marginalized users with diverse sociodemographic factors (age, gender, race, and ethnicity among others).

As results of a set of interviews among 4 designers from different companies: designers need a tool that can be seamlessly integrated into their design process to encourage inclusivity in their practice.

### Limitations:

Real-time experience: As many design agencies are currently starting to integrate inclusivity in their project, there is a limited amount of practical knowledge for them to share (according to interviews carried out among 4 designers from different companies).

Testing in context with limited in time, testing may only be able to happen with only one team of designers and other stakeholders in one specific company.

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introduction (continued): space for images



image / figure 1: Elaine Owusu shows that she is wrongly told to upload a new picture because her mouth looks like it is open.

image / figure 2: \_\_\_\_\_

**PROBLEM DEFINITION \*\***

Limit and define the scope and solution space of your project to one that is manageable within one Master Graduation Project of 30 EC (= 20 full time weeks or 100 working days) and clearly indicate what issue(s) should be addressed in this project.

People are constantly being marginalized from applications because they belong to a group of users that the designers do not consider in their design process. Designers have unconscious biases that influence their designs, whilst being unaware of it. If designers don't reflect on their practices and identify exclusivity in their work, they are likely to continue their unjust practices leading to marginalization, and consequently, discrimination of users. Neglecting diversity in digital products potentiates discrimination which leads to individual and societal consequences. Discrimination can affect an individual's physical and mental well-being by manifesting shame, low self-esteem, fear and stress. Moreover, it can produce harmful externalities for other people with the same trait. For example, it can result in individuals with similar traits to have reduced opportunities, provoke disempowerment, solidifying segregation and even perpetuate stereotypes among non-marginalized individuals (De Font-Reaulx, P., 2017).

An example to identify this discrimination is the #AirBnbWhileBlack movement that occurred in 2016. This movement started from a discriminatory experience where an African American woman wanted to book a short stay AirBnb in dates that were available and yet was rejected for booking. She had her suspicions that it was because of her skin-color in her picture and her name, therefore she continued to test her hypothesis and change her photo and name. After these changes, she had no problem finding housing. Apart from this experience, a study done by Harvard Business School shows that "African American names are 16% less likely to be accepted relative to identical guests with distinctively White names" (Edelman, B. et al., 2016). In reply, AirBnb created the project 'Lighthouse' to "uncover, measure and overcome" discrimination when booking AirBnb stays. This project was carried out in the United States and AirBnb claims to have removed 1.5 million people from AirBnb for declining to treat other users without judgement or bias, since 2016. Until now, project Lighthouse includes a Non-discrimination Policy that all AirBnb users must agree to when using the app; Objective bookings by instant booking which makes the process easier for the hosts while ensuring objectivity; Profile photo protections by not displayed the guest's profile photos until booking has been confirmed in order to prevent biased decisions; And a dedicated anti-discrimination team, composed of engineers, data scientists, researchers, and designers, to help prevent and address discrimination and include development of initiatives to improve the platform (Airbnb, 2019) (Airbnb, 2022).

Moreover, according to The Netherlands Scientific Council for Government Policy, one in five Dutch people have at least one parent who was born abroad (Jennissen, R. et al, 2018), portraying the increase of ethnic diversity in the Netherlands. These are consequences of immigration in Europe which have exacerbated the movement of diverse cultures within European countries and therefore cohabitation. These facts together with discriminatory practices currently existing in our daily lives, accentuate the need for awareness and development in the design practice when it comes to inclusivity of ethnicities.

**ASSIGNMENT \*\***

State in 2 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issue(s) pointed out in "problem definition". Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, .... In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

To design a toolkit that can seamlessly be used by European designers to create inclusivity of marginalized users from different ethnic groups, in their day-to-day practice of digital platforms.

This assignment aims to deliver a tool that can seamlessly be integrated into the designer's day-to-day practice of digital platforms. It will be a tool acting as a facilitator to create inclusivity and encourage thinking about the users that risk being ethnically marginalized with the design. The tool would also act as an aid in discussions and collaboration with different stakeholders to inform of critical exclusion points in the experience. For this reason, the assignment will include interviews and co-creation sessions with designers, to create a useful and meaningful tool. Additionally, the tool will explore the critical points of the design process where the designers need to implement inclusive design principles to achieve inclusive design. The tool should encourage designers to learn more about inclusivity. The tool should also appeal and provide more information to the designers who would like to learn more on the topic of inclusivity by being provided more resources. Moreover, the demography of designers influences their biases and professional experience, therefore, the focus will be on European designers with diverse professional skills: from university students to senior designers. Lastly, the tool will be accessible on the internet for designers to access and use in their practices, therefore having a digital format.

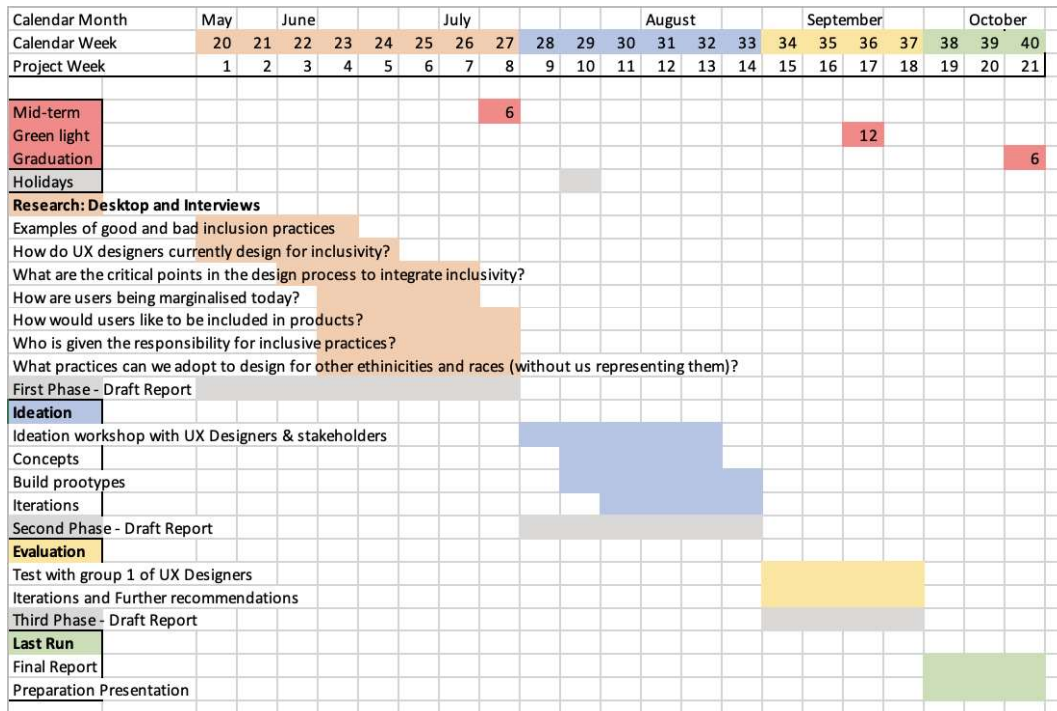
As result, designers should learn from this tool: how their experiences and biases affect their design process, and how to create inclusivity within their own design practice.



**PLANNING AND APPROACH \*\***

Include a Gantt Chart (replace the example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 EC = 20 full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting and graduation ceremony. Illustrate your Gantt Chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any, for instance because of holidays or parallel activities.

start date 19 -05 2022 6 - 10 -2022 end date



The approach taken for this thesis is to answer the following key questions:

- What are good and bad example of inclusion design practices?
- How do designers currently design for inclusivity today?
- What are the critical points in the design process to integrate inclusivity?
- How are users being marginalised today?
- How would users like to be included in products?
- Who is given the responsibility for inclusive practices?
- What practices can we adopt to design for different ethnicities (which as individuals, we don't represent or have experience with)?

These key questions will then shape the idea generation for the canvas to be developed. The designers that will be approached for the research phase are designers of digital platforms that are so called "inclusivity experts" who have more knowledge, practice and interest in the topic of inclusivity. During the idea generation stage, I would like to form a co-creation session among designers but also marginalized groups to create out-of-the-box ideas. As I want to create a canvas that is practical and useful, I have also considered an evaluation stage to identify the validity of the canvas and if it serves its aim. During the evaluation of the tool, two types of designers will be equally approached: designers that are so called "inclusivity experts" within their organization, and designers with no particular interest in inclusive design practices. Both groups of designers will be approached to understand if the tool can be used by designers with different interests and expertise, and if designers that wish to learn more about inclusive design have the resources necessary to do so.

### MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSc programme, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed. Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in depth knowledge a on specific subject, broadening your competences or experimenting with a specific tool and/or methodology, ... . Stick to no more than five ambitions.

TU Delft was my dream university because I could learn how to combine my passions of creativity, design and helping people. Today I strive to make people's lives better through inclusive products. As aspiring UX designer I want to learn how to create inclusivity in physical and digital products and create meaningful practices that will help other designers too. We are in a fast-paced technology driven reality and I want to make sure I can help other professionals creating inclusivity.

As result of Black Lives Matter Movement, I have experienced friendships and people around me to speak up about situations that I hadn't heard of before. These situations would include problems they had with digital devices that would make them feel excluded from the general public. They were examples that to me, a white female from a European country, would not likely happen. Things such as, face recognition not recognizing the face of a black woman, or an apple watch not being able to recognize the heartbeat because the tone of skin is darker than white people. This period was a great realization for me, because I hadn't realized how friends and important people to me, were feeling marginalized and excluded. Yet not many friends were willing to sit down and chat to see how things could be improved. For this reason, I would like to learn about looking at design from a different perspective and experience than mine and learn how to create inclusivity with the biases I have.

Lastly, as an empath and social butterfly, I enjoy sharing my experiences and my knowledge in different topics. For this reason, I want to learn how to share my current and future knowledge on inclusivity with the design community. Being able to share my knowledge publicly through design material and canvases would be of great use and self-fulfilment.

### FINAL COMMENTS

In case your project brief needs final comments, please add any information you think is relevant.

#### References :

- Ahmed, M. (2020, October 07). UK passport photo checker shows bias against dark-skinned women. Retrieved June 1, 2022, from <https://www.bbc.com/news/technology-54349538>
- Airbnb. (2019). (rep.). Three Year Review — Airbnb's Work to Fight Discrimination and Build Inclusion. Retrieved June 12, 2022, from [https://news.airbnb.com/wp-content/uploads/sites/4/2020/07/Airbnb\\_Work-to-Fight-Discrimination\\_0331.pdf](https://news.airbnb.com/wp-content/uploads/sites/4/2020/07/Airbnb_Work-to-Fight-Discrimination_0331.pdf).
- Airbnb. (2022). Discrimination doesn't belong on Airbnb. Airbnb. Retrieved June 12, 2022, from <https://www.airbnb.com/against-discrimination>
- De Font-Reaulx, P. (2017). What Makes Discrimination Wrong? Journal of Practical Ethics.
- Edelman, B., Luca, M., & Svirsky, D. (2016, September 16). Racial Discrimination in the Sharing Economy: Evidence from a Field Experiment (Rep.). Retrieved June 1, 2022, from <https://www.benedelman.org/publications/airbnb-guest-discrimination-2016-09-16.pdf>