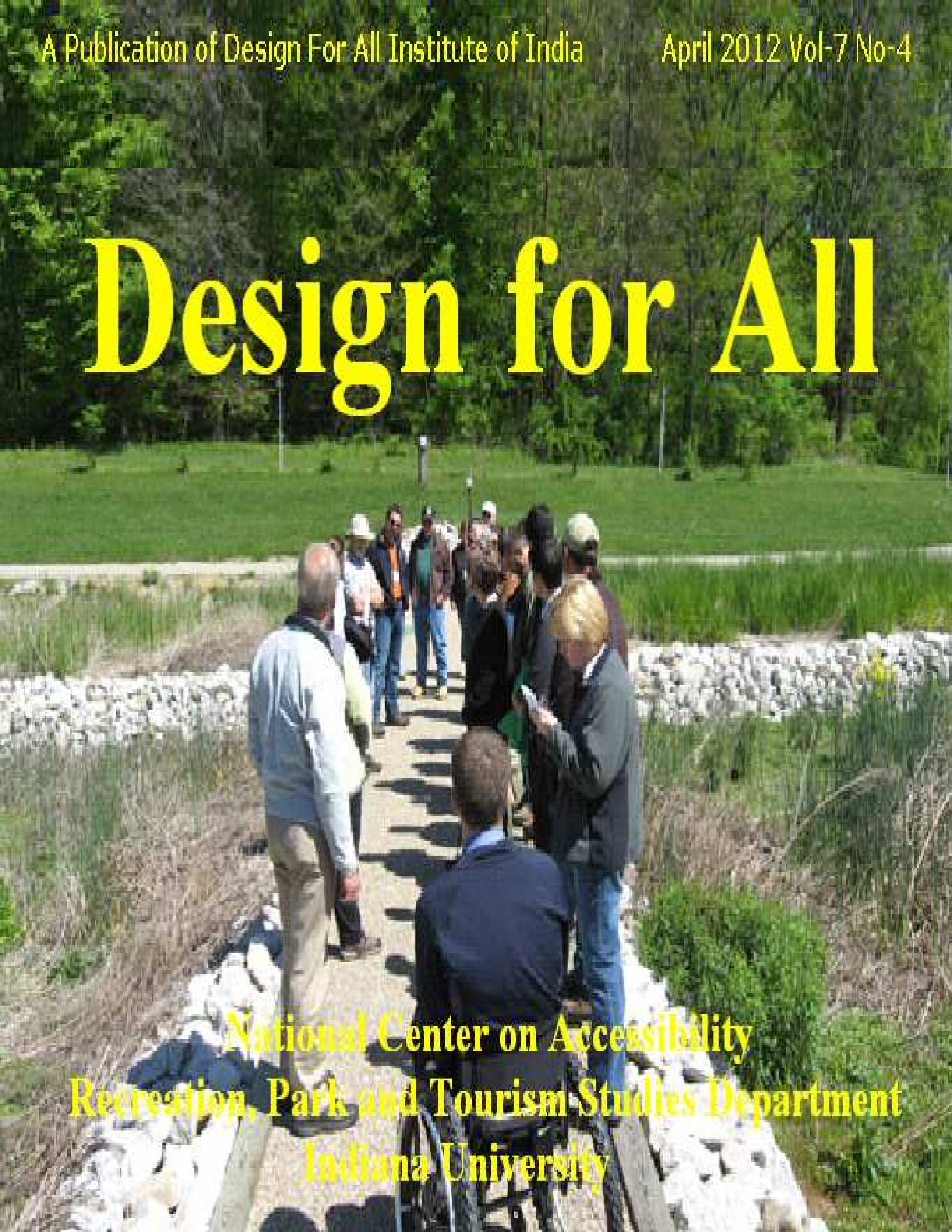
A Publication of Design For All Institute of India April 2012 Vol-7 No-4

Design for All



National Center on Accessibility
Recreation, Park and Tourism Studies Department
Indiana University

Chairman's Desk:

Dr. Sunil Bhatia

Why do we design parks? Is it not attempt to correct the errors committed by nature while designing plants, flowers, birds, animals ,fauna and flora or all living or non-living ? God's philosophy might be 'I have created the system and let everyone should survive in this world.' Everyone is fighting every moment for life and in this war for survival they do not spare a moment to think 'What are they doing? Is it killing one another purpose of life?' Adam was created by God without introduction of concept of learning of knowledge and assured him that he was owner of paradise. 'Man without knowledge is considered to be passive and is not in a position to contribute for progress of human society. Adam was wandering in paradise and sign of real life was missing'. Man is restless creature and can not live in rest for long time .Passiveness is synonymous to death and it was contrary to basic nature of man. He felt like to lead an active life where many developments should takes place. Journey of man from living almost dead life in paradise to undertake actions on earth

where every moment survival was a challenge , is interesting study because it is full of struggle which made him to understand the realities of life and helped for progress in making contribution to turn nature beautiful .

Everyone knows that no one had ever designed an absolute perfect system. Human effort was all important. The idea of making His creation a better by his intervention forced him to taste the fruit of knowledge. Idea of improvement strikes when individual feels it is not competent to meet the challenges or he has better understanding about this products/ services or he turns highly sensitive toward others .Then it is human nature to pin down mistakes and allow others to improve. Reason may be anything but this very philosophy has revolutionized the society. It has forced the man to think, what God could not do, I can do. God punishes an individual by imposing various sufferings for what He thinks man has committed misdeeds .But man has other story and believes his actions are good and he tries to ease or reduce or wipe out his pains as well as of others by trying new techniques. He feels others too should not suffer through the hands of God what Adam had experienced suffering when he was thrown out of the paradise. Adam spent his entire life and his sons & daughters are still busy in accomplishing his dream of designing the paradise on earth. In search of Adam's garden, every generation is finding its own and tries to improve all efforts of the past.

Is it not designing of garden an attempt of man to rectify mistakes of what Adam and Eve did while choosing the wrong

forbidden fruit for eating from tree of Knowledge or life? Is it not a challenge to creator of this universe 'I can think better than what you think? Throwing out of paradise had left a permanent mark in his mind and to come out of these frustrating feelings he designed replica of paradise on the earth. Act of throwing has disturbed his easy going life in paradise and act of acquiring knowledge that has come by eating the forbidden fruit has made his life a struggle. It may be myth but it has long worked over the minds of generations after generation of mankind. Effort is continuing. Myth has been lost in the jungle of forgetfulness, but struggle is on. Adam and Eve prefer living on earth where every moment uncertainty is prevailing over the paradise where no creation was possible, sense of ownership was missing and everything was stationary, no sign of life and peculiar certainty was prevailing every where. They were aware about consequences but that would be that harsh it was beyond their imagination. Invention of love between them had changed the face of this world and it has added many new dimensions in thought process of 'caring' towards one another and 'sensitive' for all living beings. He has accepted the challenge of God and tried to create the replica of original paradise what once God had allowed him to enjoy. God might have created jungle but man is not left behind and he has made gardens and also has invented electricity out of his knowledge from nowhere within the nature It is the beauty of human mind that he can imagine and visualize that no other living beings can see and uses for benefit of civilization. God created caves. Man has built houses

and skyscrapers. God is omnipotent, omniscient. What is man after all? He is nothing but a speck of dust.

Is park and garden synonymous? In my opinion paradise was owned by God and it was personal property and no one was allowed without His permission. Park is open for all and garden may be personal property or right of admission is reserved. Some may call a garden where seasonal flowers along with permanent trees are planted or it is an act of imitation of paradise. In paradise, trees along with flowers, herbs and shrubs were placed and God forbid eating the fruit from specific trees of life and knowledge. He could not eat the fruit of life and what he could not do in paradise; he is trying to do in earth by designing the 'theme garden' that can support life. Does he design the park that can give support to life by planting useful medicinal or edible fruits that can support health or supports learning or provide enjoyment by recreational activities or all? I think man is still continuing to live under the influence of committing error of choosing the fruit of wrong tree at the time of living in paradise. He wishes everything should be under his command and even tries to challenge the basic nature and to mould everything according to his liking or it should be best in what he thinks. Basic nature of trees or plants is to grow at random wherever suitable environments are supporting but design of park by man is an attempt to allow them to grow in the way he wishes and he believes his thinking is absolutely perfect and better than god's creations. He prunes, develops genetically modified seed according to needs and his liking. Is this act not proving his

supremacy over God? God act of banishing the Adam shocked and he experienced as orphan 'What to do for leading the life? Where do I start?' That pain has made the man rebellious and with passage of time it has proved as dynamo of progress. When Adam look at the other fellowmen hardship he establishes quick relations and realized their pains & sufferings what he has suffered in the hand of God. He extends helping hand and tries to take him out from sufferings and where ever he is helpless; he designs the assistive products/ services. At what point man realized that collective efforts is required and a lone person is not sufficient to challenge & rectify mistakes committed by God was interesting development and this idea has made him to live as social person in group of like minded people and for achieving higher goals everyone should compromise little with their lifestyle. These pains and sufferings always remind that we are not living in paradise .As he moved further a certain section of groups are left behind and not able to enjoy the fruits of his designed products/ services. To accommodate all a few select thought about concept of universal design/ Design for All and this action is nothing but expression of sensitivity toward fellow humans, living beings and even environments.

Unfortunate people suffer a lot and we declare it is act of God for punishing an individual for their past deeds or they are allowed to live under curse or they are instruments and God has designed their fate like that and they are bound to live like that. Modern man has rational philosophy and looks at the challenged person in other ways and realizes their hardships.

That very moment a group of sensitive peoples took initiative and developed the idea where everyone can move from one place to another without feeling any barrier or it should be accessible for all. 'No one should be deprived in man's world'. A few modern individuals are more sensitive toward his fellow human beings and they do what can ease the sufferings by introducing medicines, artificial limbs or stem cells techniques for curing or growing the amputated body parts or designing assistive technologies. Creation is not possible without conservation, the reservation of surplus energy. In an urban life an individual is busy in meeting the challenges of routine affairs and feels exhausted in undertaking new assignments. He needs a place where he can rejuvenate himself and garden is place where he can do so. City dwellers need a space where they should be away from daily affairs and meditate what they are doing is worth? A city is ultimate creation of human civilization; it has to show humans as self-aware, self-reflective, and self-exploratory nature. Modern person can not believe a city without parks there in , just as a house without a garden is not a proper home to dwell in because these are essential places where anyone can conserve his energy for better creation and believes that humans can create what nature has not provided; because, with creative human intervention, nature can become more beautiful and meaningful.

Parks mean freedom and community, repose and recreation. Parks need to be multifunctional, ecological and cultural, open to their users and even accessible to all. Park design is an

experiment that needs to be social art and collective creativity. Parks and recreation provide many benefits to a community and its citizens, including economic, health, environmental, social, and overall quality of human life. In addition to being natural spaces, introduced by man, city parks and gardens often have intrinsic cultural, historical and artistic values that make them extraordinarily valuable. The term *recreation* appears to have been used in English first in the late 14th century, first in the sense of "refreshment or curing of a sick person" and derived from Old French, in turn from Latin (*re*: "again", *creare*: "to create, bring forth, beget. The journey of garden from ancient time of forest to modern era technological park is interesting and there is sea difference from natural to man made. The creation of garden astonishes when we visit Disney Land and find advanced state of the art technologies are in display for amusements. Comparison with modern to ancient garden is shocking and Persian or Egyptian or description in mythological garden is altogether different.

Parks are now, as they have been for centuries, a mirror of our societies. They occupy a special place in our culture and are a record of the beliefs and mores of the time of their conception. Indian mythology has many stories where descriptions of beautiful gardens are mentioned. Even picture of heaven is nothing but a depiction of beautiful garden where gods are living as free wills and can do anything what they feel like to do. In the Hindu context, every divine action seems to take place in lush gardens or beautiful forests. Historically speaking, the Aryans of Vedic times were reported to be great nature lovers. They had migrated to the plains of India from

the flower-filled valleys of Central Asia. Their love for trees and flowers continued even after they arrived here in India, which had a different climate. The very name they gave to flowers, "Sumanasa"-that which pleases the mind-reveals their true love for nature in all its glory. They had a very well developed sense of aesthetics. In the Rig Veda, they have sung praises of the mighty forces of nature which bring thunder and rain. They fell in love with the forests, the mighty rivers swelling in the monsoons and the brilliant quaint trees. Goddess Sita who was wife of Lord Ram was abducted by Ravana out of revenge was captive in Ashok Vatika (Ashok Garden). Mahatma Buddha preaching place was known as 'vihar' means organized forest. It is a kind of garden. In ancient time sage and seer used to live in organized forest close to the kingdom where they were performing research, teaching activities and for practical training of the pupils were performed in forest garden to understand the nature and to learn the livelihood they used to visit for begging in near villages. The concept of organized garden with water tank and fountains came in to existence in India by Mughals. The founder of Mughal Empire was Babur who was hailing from present Uzbekistan. This place is known for natural verities of flowers and he missed that beauty of his native place in India and that forced him to design the garden around his palace. I believe it was the beginning of designing of the garden what was earlier an organized forest in India. This was an era when popular interest in the design of public spaces had never been higher. This renaissance of interest is in a large part stimulated by an intense focus on energy conservation, land protection, sustainability, and climate

change. It is equally responsive to a growing commitment to broader inclusion and engagement of diverse communities and demographic groups who had not been traditional park users. A park today is not just a stroll park or just for play of the youth and pleasant family picnic. It is definitely not just for creating landscape scenery like in an oil painting. It needs to be multi-functional, ecologically performing and culturally enhancing and does not have to be one unified and coherent master image. Park has theme and distinct philosophy. It reflects the culture of that time it was designed. It can be anywhere and good for historical study of human developments. Earlier park used to be big because land was available and was not prime commodity. As land became premium, park also shrunk and in modern time in developed cities where propulsion explosion is high and every inch of land has huge premium no one can afford huge parks and it is rare commodity now. Most of the parks are developed in city is over the garbage yard where it is used as land filling. But it does not demean the purpose of park. I witness that land filled garbage yard is converted to park and visitors are enjoying as in regular parks. They are playing, making love and without awareness that it was once a mountain of garbage where they are doing all activities. The park itself, however, has to be living, healing the land, teaching us how to live, showing us the wonder of nature's ability to create and sustain, and human ability to reciprocate with nature. Productive ecology, say a function as urban farm for food and/or flowers, and as workshop for artists, and thus belong to and even support the community, as well as be open to the public at large.

Administrators of various cities in general believe that parks and recreation experiences enhance citizens' urges toward the pursuit of a full, balanced, and meaningful lifestyle. Meaningful leisure is a great source of self-esteem, and positive self image. Children's play is essential to the human development process. Leisure opportunities for the youth provide positive lifestyle choices and alternatives to self destructive behavior. Community recreation reduces alienation, loneliness and anti social behavior. Community recreation also promotes ethnic and cultural harmony. The emergence of an urban nation from the traditional rural is natural course of the development and park visionaries anticipated the need of the park for shaping the quality of lives for generations to come. In the view of these park visionaries, parks were not just "amenities." These were necessities, providing recreation, inspiration, and respite from the city's blare and bustle. And the visionaries were particularly concerned that parks be available to all especially those who did not have the resources to escape to the countryside. They were confined to monetary status and could not think how to accommodate the growing number of the challenged. Access to public parks and recreational facilities has been strongly linked to reductions in crime and in particular to reduced juvenile delinquency. Recreational facilities keep at-risk youth off the streets, give them a safe environment to interact with their peers, and fill up time within which they can otherwise get into trouble. The first parks were deer parks, land set aside for hunting by royalty and the aristocracy in medieval times. They had walls or thick hedges around them to keep game in and people out. These game

preserve evolved into landscaped parks set around mansions and country houses from the sixteenth century onwards. These may have served as hunting grounds but they are also proclaimed the owner's wealth and status. An aesthetic of landscape design began in these stately home parks where the natural landscape was enhanced by landscape architects

Minorities and the poor have historically been shunted off to live on the wrong side of the tracks, in paved-over, industrialized areas with few public amenities. From an equity standpoint, there is a strong need to redress this imbalance. National Centre on Accessibility working under the department of Recreation, Park and Tourism in Indiana University is doing the remarkable job in designing parks on the concept of Universal design. Executive Director Dr. Sherril York has more than three decades experiences and she is Guest Editor of this special issue. She has invited the authors of her choice to whom she feels can do justice with this special issue. It is a cultural myth that it's expensive to convert living environments to universal design standards. She has introduced the introduction by applying the concept of universal Design in Parks, recreation etc. If developers plan to build something from scratch with the standards in mind, then it would be no different than building something without them in mind. Beauty of the park is that generally space is not constraint while designing town planning or at the time of modifications of garden. It is advisable that at any stage of park development we can introduce the concept of universal design but it is better to introduce at the time of planning. 'The

more help a person has in his garden, the less it belongs to him.'-W.H. Davies

"Show me your garden and I shall tell you what you are"- Alfred Austin

With Regards

Dr. Sunil Bhatia

Design For All Institute of India

www.designforall.in

dr_subha@yahoo.com

91-11-27853470®

Forthcoming issues:

May 2012 Vol-7, No-5

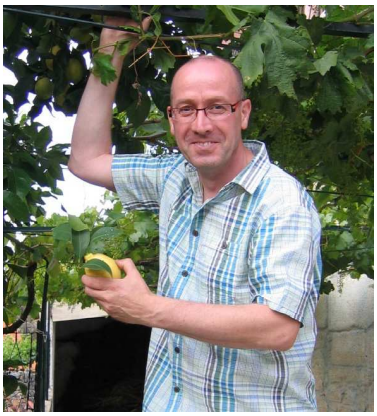
A special issue on archive articles of EIDD

and Guest Editor will be Mr. Pete Kercher

Ambassador/External relations: Pete Kercher, E-mail: pkercher(at)libero.it

June 2012 Vol-7, No-6

Prof Marcus Ormerod is co-director for the SURFACE Inclusive Design Research Centre with Rita Newton and they will be guest editors for a special edition of getting outdoors.



July 2012 Vol-7, No-7

Dr. Eujin Pei is a Senior Lecturer in Product and Furniture Design at De Montfort University in the United Kingdom. His research interests include inclusive design, multi-disciplinary design and additive manufacture. He has worked at leading institutions including Brunel University, Loughborough University, University of Southampton and Vaal University of Technology. Dr. Eujin is a Fellow of the Royal Society for the Arts, Manufactures and Commerce and a member of the Editorial Advisory Board for the Journal of Assembly Automation. Email: epei@dmu.ac.uk

August 2012 Vol-7, No-8

This is special issue with Portugal and the Guest editor will be Ms. Ana Maria Marquis Garcia Rodrigues holds a Business Management degree . Since 2008 is the Managing Partner of *Accessible Portugal*, a Portuguese tourism company founded in 2005 and focused on people with special needs, their family and friends. *Accessible Portugal* has been talking with major players in the field, spreading good policies and practices and suggesting reasonable changes which would benefit all in their places or projects.

November 2012 Vol-7 No-11

Josyane Franc Director of International Affairs Cite du Design & Saint- Etienne School of Art & Design (ESADSE) since 1989. She has accepted our invitation as Guest Editor for special issue on designers from France.

Content of April 2012 Vol-7, No-4

Other regular features

GUEST EDITOR:

Dr. Sherril York

Executive Director

National Center on Accessibility (NCA)

Inclusive Leisure, Recreation and Play

Sherril York, Ph.D.

The World Health Organization and World Bank published the first *World Report on Disability* in 2011. According to this report more than one billion people in the world have some form of disability and its prevalence is on the rise. Additionally the *International Classification of Functioning, Disability and Health* (ICF) defines disability as an "umbrella term incorporating impairments, activity limitations, and participation restrictions" (World Health Organization, 2011, p. 7). The ICF highlights the different personal and environmental barriers that people with disabilities face – attitudinal, physical, and financial.

In 2010 a survey conducted by the National Organization on Disability and Kessler Foundation found that people with disabilities are "much less likely to say that they are *very* satisfied with life in general than are people without disabilities (34% versus 61%, respectively) – a gap of 27 percentage points" (National Organization on Disability, 2010, p. 18). Life satisfaction is influenced by a number of factors, and decreased satisfaction with life affects individuals' motivation to participate in and contribute to various aspects of family, work, school and community life (Hall, 2009).

People with disabilities face barriers and constraints to participation in leisure, recreation and play that are intrinsic and extrinsic. An individual's own limitations or perceptions,

environmental barriers (physical, economic and attitudinal), as well as a limited understanding of possibilities can prevent persons with disabilities from benefitting from leisure and recreation. Within the ICF disability is the negative aspects of one's health condition and personal and environmental factors (World Health Organization, 2001); and so it should be of no surprise that McCormick found that health and physical functioning were cited as the biggest barriers to leisure for individuals with disabilities (McCormick, n.d.).

Research has consistently indicated that physically and socially active recreation and leisure activities are related to a higher quality of life in the general population, as well as in people with various disabilities. Reducing or eliminating barriers to recreation and leisure is therefore critical to affording equal opportunities to individuals with disabilities.

For the past twenty years the National Center on Accessibility (NCA), located at Indiana University in Bloomington, Indiana, has been working toward increased and enhanced access and inclusion for people with disabilities in parks, recreation and tourism. The NCA promotes the utilization of universal design and inclusion as important contributors to achieving personal wellness and building healthy communities. Through practical accessibility solutions, application of universal design principles, and facilitation of services inclusive recreation opportunities are possible for people of all abilities. The needs and preferences of people with disabilities must be linked to the professionals who design facilities and plan programs.

In the following articles, the authors have addressed various aspects of facilitating a myriad of leisure, recreation and play experiences for people with disabilities. Considerations for environmental barrier removal and embracing universal design, as well as enhancing the personal and social environments in which individuals with disabilities interact are presented. You will see applications from the cultural arts, play spaces, to risk taking outdoor adventure. Enjoy—the benefits are endless!

For more information about the National Center on Accessibility: http://www.ncaonline.org

References

Hall, E. (2009, February 11). LIvling Well! The benefits of leisure for people with disabilities.Retrieved March 12, 2012, from National Center on Accessibility: http://www.ncaonline.org/?q=node/737

McCormick, B. (n.d.). Retrieved March 25 2012, from National Center on Accessibility: http://ncaonline.org/index.php?q=node/1295

National Organization on Disability. (2010, July 26). 2010 Kessler Foundation/NOD Survey of Americans with Disabilities. Retrieved March 12, 2012, from 2010 Disability Surveys: http://www.2010disabilitysurveys.org

World Health Organization. (2001). International Classification of Functioning, Disability and Health. Geneva, Switzerland: World Health Organization.

World Health Organization. (2011). World Report on Disability Summary. Malta

Dr. Sherril York

Executive Director

National Center on Accessibility (NCA)

The Principles of Universal Design in Parks & Recreation

Equitable Use

The design is useful and marketable to people with diverse abilities.

Every seat at the Bradford Woods amphitheater is usable by people with mobility devices and their friends.

Provide the same means of use for all users: identical whenever possible; equivalent when not. Avoid segregating or stigmatizing any users. Make provisions for privacy, security, and safety equally available to all users. Make the design appealing to all users.

Flexibility in Use

The design accommodates a wide range of individual preferences and abilities.

Provide choice in methods of use.

This fishing pier at the Chickasaw National Recreation Area gives anglers a choice of fishing stations, seated or standing, shaded or in the sun.

Accommodate right- or left-handed access and use. Facilitate the users' accuracy and precision. Provide adaptability to the user's pace.

Simple and Intuitive Use

A kiosk at the WWII Memorial is designed with simple push buttons for easy navigation of information

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Eliminate unnecessary complexity. Be consistent with user expectations and intuition. Accommodate a wide range of literacy and language skills. Arrange information consistent with its importance. Provide effective prompting and feedback during and after task completion.

Perceptible Information

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

The orientation map at Walt Disney World's Magic Kingdom uses color, symbols, and tactile relief to give visitors information on the location of park attractions.

Use the different modes (pictorial, verbal, tactile) for redundant presentation of essential information. Maximize legibility of essential information. Differentiate elements in

ways that can be described (i.e. make it easy to give instructions or directions). Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

Tolerance for Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

The "undo" option minimizes errors and unintended actions.

Arrange elements to minimize hazards and errors:

most used elements, most accessible; hazardous elements eliminated, isolated or shielded. Provide warnings of hazards and errors. Provide fail safe The "undo" option minimizes errors features. Discourage unconscious action in tasks and unintended actions. that require vigilance.

Low Physical Effort

The design can be used efficiently and comfortably and with a minimum of fatigue.

A unitary surface at this Rockford (IL) Park District playground allows children to access play equipment without spending all their energy traveling across the surface.

Allow user to maintain a neutral body position. Use reasonable operating forces. Minimize repetitive actions. Minimize sustained physical effort.

Size & Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

A raised tent pad at YellowstoneNational Park enables campers to enter and exit their tent easier

Provide a clear line of sight to important elements for any seated or standing user. Make reach to all components comfortable for any seated or standing user. Accommodate variations in hand and grip size. Provide adequate space for the use of assistive devices or personal assistance.

Resources

National Center on Accessibility

www.ncaonline.org

Dr. Sherril York

Executive Director

National Center on Accessibility (NCA)

Dr. Alison Voight

Coordinator, Therapeutic Outdoor Programs, Recreation, Park, and Tourism Studies Department Assistant Professor, School of Health, Physical Education, and Recreation.

Education :Ph.D. at University of Oregon , M.S. at Eastern Kentucky University ,B.A. at Oakland University

Dr. Voight's research and publications have involved motivation, theory-based processing, and social-psychology of leisure, therapeutic outdoor programs and emotionally disturbed youth, adventure programs and salient benefits, and best practices in accessibility of recreation programs and facilities.

Facilitating Inclusive Outdoor Adventure

Alison Voight, PhD, CTRS

Outdoor Adventure vs Outdoor Recreation

Outdoor adventure and outdoor recreation activities continue to increase in their popularity, numbers of participants, and often extremity. The two terms differ, however, with some specific characteristics. While both usually take place in an outdoor setting, outdoor adventure activities involve the added components of risk and uncertainty, and often the opportunity for personal testing, pushing beyond one's comfort zone and the inherent challenges associated with the adventure activity. Outdoor adventure activities such as rock climbing, mountain climbing, backpacking, river rafting, glacier viewing, wilderness camping, ice climbing, back country skiing, and many more have grown 25 percent in popularity in the last few decades, and are becoming highly sought-after leisure experiences. But being involved in outdoor adventure activities is no longer the predominant domain of young males. While new generations tend to set the bar higher for extreme sports, such a "cliff jumping," "wave jumping," and snowboarding, participation in traditional outdoor adventure activities continue to rise. Today, many diverse backgrounds of persons with varying abilities are seeking the same type of opportunities for risk, excitement and the challenge of outdoor adventure experiences. These include greater numbers of women, families with young children, deployed veterans, and

an "older" cohort of baby boomers now in their 50s, 60s and even 70s, as well as persons with physical, sensory, or cognitive challenges.

Accommodating Diverse Populations

Outdoor adventure participants are seeking benefits such as increased fitness, personal challenge and testing, connecting to nature or spirituality, enhanced family time, and overall personal health as reasons for involvement. But as more diverse populations pursue the desired outcomes associated with outdoor adventure activities, practitioners and service providers are often faced with the challenge of making programs and activities inclusive, accessible, and safe. How can professionals accommodate interested persons with specific needs? How can staff maintain the integrity of the adventure experience while keeping participants with specific challenges safe? How does a group with varying needs become an inclusive group, rather than merely an integrated one? Facilitating a successful and truly inclusive outdoor adventure experience can be a challenging endeavor, one requiring diligence and commitment on behalf of all persons involved.

Risk Management and Group Facilitation

A key element in most outdoor adventure activities is risk. But in order to provide a safe and positive outdoor adventure experience for participants the element of risk must be addressed and managed. Professionals providing outdoor adventure activities must control for elements of risk by adhering to established standards of practice, obtaining the

necessary training (i.e., ropes course management, climbing skills, technical skills), administering and explaining waiver and consent forms, maintain appropriate staff to participant ratios, avoiding unnecessary risk-taking, and also being aware of their participants' abilities, strengths, and backgrounds.

There are several key factors to be addressed from the standpoint of managing risk and facilitating a positive experience for persons with diverse needs and challenges in outdoor adventure. These will be especially significant when making possible activity modifications for multi-level or multi-need groups. Most importantly will be the areas of communication with participants, addressing accessibility needs, and controlling for, and managing, risk in outdoor adventure activities.

Eliminating barriers to participation can provide for a satisfying, safe and enjoyable outdoor adventure experience. Addressing important concerns and risk management issues will be paramount in removing barriers and facilitating accommodation for those with mobility, sensory, intellectual challenges, older adults, and families when delivering outdoor adventure activities. Consider the following facilitation guidelines regarding communication, mobility, access, and risk management in outdoor adventure:

- ***Keep communication open about fatigue, pain, endurance, and ability level***
- ***Communicate about preferred method of mobility for those with visual and/or physical impairments, both to and from an outdoor site, as well as within an outdoor***

adventure activity area (i.e., national parks, wooded areas, water sites).

- ***Know alternative or preferred methods of communication for those with hearing or speech impairments; communicate hazards and strategies for emergencies***
- ***Allow a person with a participation restriction the dignity of risk while participating in an outdoor adventure activity***
- ***Assess persons for strength, agility and endurance, without making presumptions about an individual based on his or her disability***
- ***"Partner" adventure activities when needed or desired to allow for full or partial participation***
- ***Be diligent when communicating and assessing for risk and hazards, both within the adventure activity as well as the surrounding outdoor activity area (cliffs, deep water, uneven terrain, etc.)***
- ***Adjust pace of outdoor adventure activity, to allow for greater involvement of older adults or those who require additional time***
- ***Adjust level and pace of instructions when conducting an outdoor adventure activities, providing simpler, or step-by-step instructions, as needed for safe engagement***
- ***Provide equipment adaptations only as needed or desired to perform activity***

- ***Model and demonstrate skills needed to succeed at desired level in adventure activities***
- ***Never assume level of ability or disability of participant—allow for participation at person's interest and demonstrated capabilities***
- ***Involve group participants when appropriate or desired by individuals***

By understanding the needs of participants, in conjunction with the level of risk involved with the outdoor adventure activity, a balance can be achieved, allowing for safe participation, enjoyment, personal risk-taking, and challenge for those persons who may have some participation restrictions. Assessing potential risk, and keeping open communication about specific issues and accommodations, will greatly contribute to a positive and inclusive outdoor adventure experience.

For more information about inclusive outdoor adventure programming, please contact the author at: *avoight@indiana.edu*

Dr. Alison Voight

***Kristina Johnson** is a graduate student in the Museum Studies program at Indiana University-Purdue University Indianapolis. The focus of her studies is accessibility for all visitors with disabilities. Of specific interest to Kristina is the use of Universal Design principles to develop exhibits and programs that are inclusive of visitors with hearing and vision impairments, providing new ways for them to have meaningful and educational museum experiences.*

Accessibility and Universal Design in Museums: A Brief Literature Review

Kristina Johnson

Within the mission statements of many museums, there is usually a clause relating to the goal of serving the community in some way, whether by interpreting history, displaying art, bringing awareness to social issues, etc. Diversity within communities served by museums can make it challenging for museum professionals to make sure that all groups have access to meaningful and educational museum experiences. One group that is consistently underserved by museums and other cultural institutions is the disability community (Reich, 2004). One very basic way to better serve disabled visitors is to increase accessibility. The term accessibility refers to people's ability to maneuver within physical environments, and it also refers to their ability to access information (Knecht, 2004). In the United States, the Americans with Disabilities Act (ADA) of 1990 introduced legislation that required public places to be accessible for people with disabilities.

While the ADA of 1990 benefited disabled citizens by literally opening more doors to them, the legislation is narrowly focused on specific disabilities as defined by the government. The main categories of disability are measured by some degree of mobility, vision or hearing loss (Knecht, 2004). In the museum world, as well as other public venues, the ADA ensures physical access to spaces via strict compliance

standards for structures (Reich & Lindgren-Streicher, 2004). Many government agencies have print and online resources with information about compliance with accessibility laws. The National Parks Service Curatorial Safety page offers information about museum accessibility by way of a set of questions that can be used as a self-check list, enabling a museum to gauge its level of compliance with ADA laws and identify any deficiencies that need to be addressed. The questions on the list focus mostly on safety issues. Is lighting sufficient for visitors to read signage? Are there ramps or elevators for people in wheelchairs? Are walkways unobstructed? Are doorways wide enough? While it is important to address such practical issues, efforts to increase accessibility can also improve environments in ways that add to overall visitor experiences in museums.

In the late 1990s, in response to the need for more physically accessible public spaces, the architecture world started a design movement called Universal Design (UD). The term universal means that physical environments are created with the needs of all users in mind. The goal of designers was to make places usable by people from the broadest range of abilities, instead of inserting specifically adapted features into existing designs for people with disabilities, leading to segregation from others and creating an atmosphere of inequality (Knecht, 2004). Universal Design incorporates seven key concepts to consider during the design process:

Equitable Use: The design is useful and marketable to people with diverse abilities.

Flexibility in Use: The design accommodates a wide range of individual preferences and abilities.

Simple and Intuitive Use: Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Perceptible Information: The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Tolerance for Error: The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Low Physical Effort: The design can be used efficiently and comfortably and with a minimum of fatigue.

Size and Space for Approach and Use: Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility (www.design.ncsu.edu/cud).

Keeping these principles in mind from the start of any design project, either architectural or product design creates the potential to maximize usability across the broad spectrum of user abilities. Another key point in the UD process is the importance of user involvement and feedback during the design process (Reich & Lindgren-Streicher, 2004). The preceding principles are not so specific to physical design as to exclude their application to other fields. Educators facing issues of compliance with the Individuals with Disabilities Education Act (IDEA) adopted these principles and applied them to the field of education as they tried to develop new ways to create

inclusive learning environments. Universal Design for Learning (UDL) was developed under the guidance of the seven principles and offers students opportunities to learn through multi-sensory and multi-modal experiences (Reich & Lindgren-Streicher, 2004).

Although Universal Design and Universal Design for Learning were inspired by the need to create solutions to ADA and IDEA compliance issues, they also work for the benefit and inclusion of people who traditionally are not classified as disabled. Much of the literature focused on physical accessibility stresses the need to design user-friendly environments to be prepared to meet the changing needs of the Baby Boomer generation whose members are all approaching retirement age. While aging does not automatically create disability, the effects of aging usually include some degree of declining vision, hearing and/or mobility (Knecht, 2004). On the United States 2000 census, the percentage of adults over age 65 who reported a disability was nearly three times higher than the percentage of reported disability in the population aged 19-64 (Reich & Lindgren-Streicher, 2004). Another specific group that can benefit from UD and UDL is people who do not speak the dominant language (Shaw, 2011). For these people, the language barrier can impede translation of text and deciphering exhibition themes and concepts. Using more universally designed multi-media, labels and signage is intended to eliminate, or at least reduce, that barrier.

There are many museums that are working to improve inclusion of people with disabilities by developing new ways to increase accessibility, but research based literature on the

topic of Universal Design is difficult to find. Practitioners of UD must draw from research on many different areas of study to abstract information that may be applied within museums. The following studies highlight research-based development of technology, design concepts and educational strategies.

There is actually some apparent misunderstanding or confusion in the use of the terms accessible *vs.* universally designed, as reported in the results of a museum survey conducted by Steve Tokar (2004). Tokar created a survey to be completed by museum professionals at various institutions. The questions on the survey were designed as a self-assessment of museum accessibility and as an assessment of how many museums were employing Universal Design principles in their exhibits. Of 405 surveys mailed out, 139 were returned. The data provided and analyzed by Tokar provide insight on deficiencies in museum accessibility. Respondents were asked to rate accessibility for three groups: blind/low vision, Deaf/hearing impaired, and mobility impaired. Nine percent of museums rated themselves 75-100% accessible for blind/low vision. Under the Deaf/hearing impaired and mobility impaired categories, 43% and 58% respondents rated themselves 75-100% accessible. These numbers clearly show that there is much room for improvement of accessibility, especially for visitors who are blind or have low vision. Regarding the knowledge and use of UD within exhibits, the data collected implies that respondents may have been considering UD as synonymous with accessible for specific disabilities. Sixty-six percent of respondents answered that they were familiar with the term UD, and 78% answered that they develop exhibits

using UD guidelines, a 22% discrepancy from those who identified themselves as familiar with the guidelines. Tokar's survey was the first of its kind, and provides a solid foundation for further research into how museums serve people with disabilities.

Case studies of usability in universally designed buildings can be found in various architectural journals. In 2003 Gary Scott Danford conducted a study of the Lighthouse International headquarters in New York City; chosen because it is a building that was explicitly designed using the principles of Universal Design. Danford selected groups of people with vision, hearing and mobility impairments, as well as a control group of people with no impairments. The participants were guided through a series of tasks within the building. Observations of performance and follow up interviews were made to measure the ease of use of features within the building. Across all groups, it was determined that the building was easier to use than other buildings, although the participants' responses were not overwhelmingly or unanimously positive. Also non-disabled participants did not consider the building to be easier to navigate than a non-universally designed building. While this case study is not specific to museums, its value is that it provides a model by which museums may design their own methods of data collection and evaluations of the usability of their public spaces.

Product design research is another area of study where museum professionals can find data and information to inform their work within museums. The Center for Universal Design at North Carolina State University conducts general research on

many aspects of the mechanics of how people move and manipulate objects. Authors of this research also create basic design guidelines for use by product developers. An example of such research is a study of hand grip (Yu, 2009). The types of grips are identified and described, and the factors that affect the generated force of grips are also explained. A common grip type is the Power Grip, which is a closed hand grip used for holding something like a hammer. Factors that may affect the strength of grip can include posture while using the hammer, or speed and repetition of motions during use. Many museum exhibits, especially in science or children's museums, have interactive components that require manual manipulation, and designers can use general research in product design while designing and building these components within their exhibition space.

Articles found in physical education journals offer information that can be adapted for use in exhibit design and education programs within museums, when visitors will be using interactive displays or participating in programs that require physical activity and/or the use of props and equipment. One such article discusses the application of UDL in terms of the Functional Approach to Modifying Movement Experiences (FAMME) Model used in physical education (Lieberman et al, 2008). First, the authors clearly describe the benefit of UDL in creating lessons to be inclusive from the start *vs*. making individual adjustments for specific needs of individual students after the fact. They also provide an outline of things to consider when preparing lessons and activities. The FAMME Model offers a non-categorical approach for instructors to consider

components of activities, participants' capabilities, matching activities to participants' abilities and modifying materials or equipment for activities. The FAMME Model seems to be of high value to museum educators for use in creating the most inclusive programs and activities possible for a frequently diverse audience.

Technology is an area where there is a lot of research connected to accessibility, with much of the research focused on web design and way-finding technology for people who are blind or have low vision. An article from *Visitor Studies Today* states that blind/low vision museum visitors have the least amount of access within museums and struggle to even find their way through exhibition spaces (Reich, 2004). The *PING!* way-finding system was developed and tested specifically for use in museums. It is a user-activated system of audio beacons that serve blind/low vision visitors through museums (Landau et al, 2005). The visitor uses a cell phone or a cordless phone provided by the museum to call the *PING!* directory. The visitor chooses from a menu of audio sounds, and that sound will be that person's specific beacon. The visitor then chooses a destination within the museum. The visitor follows the sound of the beacon that is emitted from speakers at the destination. When the visitor arrives at the destination, he/she can dial the *PING!* menu and choose to listen to the descriptive audio for that exhibit.

Interviews with participants showed that *PING!* is a successful way-finding system for blind/low vision museum visitors. Most visitors rated their experience good to excellent, and none gave a poor rating. Users were also prompted to complete an

automated telephone survey when they finished touring the museum in which the testing occurred. In addition to collecting visitor feedback, the *PING!* system is a useful resource for collecting data during visitor use. The software automatically saves data, such as which beacon sounds people select, how many times they cue the beacon for way-finding, which exhibits they visit, and how much time they spend at each exhibit. This kind of data may be used to make improvements to the system, to guide research on other assistive technology, and to gain a better understanding of how blind/low vision visitors move through the museum.

Universal Design for Learning is actually well represented in education journals, but, as Spooner et al (2007) argue, much of the literature is not based on strong research methods. Spooner and his colleagues conducted a study to measure the effect of UDL training given to teachers and application of UDL in learning environments. They describe their research on the effects of UDL training on teachers' lesson plans in both special and general education classes. The results showed that a one hour lecture on the basic components of UDL at the start of the teachers' coursework increased their ability to create lesson plans that are more universally accessible to students with cognitive disabilities and affirms the belief that implementing UDL is an effective way to facilitate learning and inclusion for all students. The article does not provide direct ties to UDL in museums, but as places of informal learning, museums can benefit from this type of research by incorporating it into the ways they prepare programming for visitors.

Universal Design for Learning was also studied at Brown University during a 5-year plan called "Ivy Access Institute." Brown University introduced workshops and ongoing faculty discussion groups to support and encourage faculty to incorporate UDL in their courses, using the UDL guidelines of employing multiple means of representation, engagement and expression to enhance student performance. This article provides a list of many ways that faculty incorporated UDL into their courses. The following are some examples of UDL enhancements made by faculty:

- ***Using two projectors for slide shows to be able to leave the previous slide up longer for those who need more time to take notes;***
- ***Using puppet shows, role plays, and computer searches of foreign language websites to supplement lectures;***
- ***Creating animated modules to explain hydrological processes in a geology laboratory;***
- ***Offering a variety of format options for assignments and tests.***

The instructors reported that the changes they made were well received by the students.

Although there are few research studies published reporting the results of user testing on universally designed exhibits, the literature is full of examples of museums and other public places trying to increase accessibility by applying UD principles. The Discovery Center Museum, in Rockford, IL has begun using visual instructions for visitors, but the

effectiveness of the images has not been studied (Reich & Lindgren-Streicher, 2004). The Children's Play Garden on the grounds of New York University's Ruck Institute for Rehabilitation has been universally designed specifically for the use of children with disabilities as part of their physical therapy programs. Its purpose is to be a place that "inspires kids with disabilities to engage in activities that challenge them physically." But neighborhood children also find it appealing because of its features that are interesting and stimulating. There are rough surfaces to walk on, multiple ways to climb and swing, water, stones to move, gardens, features that create noise and surfaces that reflect light (Knecht, 2004).

The previously discussed *PING!* system is being used in various museums around the country, including the Exploratorium in California, the Mashantucket Pequot Museum in Connecticut, the Museum of Science in Boston, and the New York Hall of Science (Landau et al, 2005). In Israel, their Disabilities Act of 1998 spurred increased awareness and interest in inclusion, especially for people who are blind or have low vision. Tactile components and full-scale touch tours have been added to many archaeological and historic sites (Neustadt-Noy, 2000).

Some issues that come up in the literature on accessibility and Universal Design are cost and lack of visitor evaluations to support the effectiveness of Universal Design. Many museums may be unwilling to maintain a dedicated system for a small percentage of potential audience. A resolution to this issue is to try to develop these technologies with multiple applications that may be useful to all visitors and justify the cost in the eyes of museum administrators. (Landau et al, 2005). It will be ideal

to make such applications usable on personal cell phones that are familiar to user.

In addressing the issue of the disabled community being a small and unpredictable audience, statistics very clearly show that people who self-identify as being disabled make up 20% of the United States population, which is more than the combined population of the Mid-Western Region of the United States. Added to those numbers is another 20% of the population comprised of aging Baby Boomers who will very likely benefit from measures to increase accessibility. Christine Reich (2004) asserts that museums have the potential to be places where people of all abilities are invited to learn, but as Tokar's survey shows, many museums are not meeting the needs of all visitors (2004). Reich places the responsibility of developing a greater understanding of visitor needs on evaluators, while also stating that evaluators are split on whether they should be the ones pushing as a force for change through their reporting, or whether they should just perform evaluations as instructed and report only the specific data requested by museums. Regardless of one's stance on accessibility and the effectiveness of Universal Design, the literature available makes it clear that there are research gaps that need to be filled and in which future studies can take place because they are actively using UD in exhibit development.

References

Danford, Gary Scott. 2003. Universal design: People with vision, hearing and mobility impairments evaluate a model building. Generations, 27:1, 91-4.

Knecht, Barbara. 2004. Accessibility regulations and a Universal Design philosophy inspire the design process. Building Science & Technology, 192:1, 145-148.

Landau, Steven et al. 2005. Creating accessible science museums with user-activated environmental beacons (PING!). Assistive Technology, 17, 133-143.

Lieberman, Lauren J et al. 2008. Getting it right from the start: Employing the universal design (FAMME Model). Journal of Physical Education, Recreation & Dance, 79:2.

Neustadt-Noy, Nurit. 2000. Access to art for people who are visually impaired in Israel. Journal of Visual Impairment & Blindness, Winter, 787-789.

Reich, Christine. 2004. Museums, accessibility and evaluation. Visitor Studies Today, 7:3, 1-3.

Reich, Christine & Lindgren-Streicher, Anna. 2004. Universal Design Literature Review. Funded by the National Science Foundation, report #2005-2.

Shaw, Robert A. 2011. Employing Universal Design for Instruction. New Directions for Student Services, 134, Summer, 21-32.

Spooner, Fred et al. 2007. Effects of training in Universal Design for Learning on lesson plan development. Remedial & Special Education, 28:2, 108-116.

Tokar, Steve. 2004. Universal design in North American museums with hands-on science exhibits. Visitor Studies Today, 7:3, 6-10.

Yu, Jon. 2009. Proper Grips. Center for Universal Design. Retrieved November 2011 from www.design.ncsu.edu/cud

Kristina Johnson

Dr. Jennifer Piatt, Assistant Professor at Indiana University, Bloomington, has been a practicing recreational therapist for over 16 years working in acute care, rehabilitation, and outpatient services. She has provided direct patient care for spinal cord injury, mental illness, developmental disabilities, seniors, and youth with physical disabilities. Her current research is spinal cord injury and community integration (particularly in rural areas) and disability specific camps. She has over 20 publications and has presented at state, national and international conferences.

Email jenpiatt@indiana.edu

Buildings, pathways and social environments: Developing situations for inclusion

Dr. Jennifer Piatt, Assistant Professor at Indiana University, Bloomington

Email jenpiatt@indiana.edu

When provided with an accessible environment, individuals with disabilities can become active members of their society, regardless of where they live. This includes, but is not limited to having a sense of belonging and feeling included as a member of his or her community. It is believed by this author that inclusion is dependent on how the individual perceives his or her self-worth and value when engaging in community activities. Often times professionals in the park, recreation and tourism industry attempt to define what an "inclusive" recreation environment looks like for all individuals with disabilities. Ultimately, it is the individual who defines the inclusive nature of the activity not the professional who provides a '"special program".

Persons with disabilities are often not given leisure opportunities for self-expression and to affirm to others who they truly are. This lack of engagement in everyday experiences has had a significant impact on persons with disabilities ability to fully be included in their communities (Devine & Dattilo, 2000; Pegg & Compton, 2004) and participate in constructing their own identity and a sense of confidence (Blinde & McClung, 1997; Williams, 1994). When an individual perceives he or she is not accepted, or included,

participation in activities outside of the home decreases. This lack of involvement may actually increase negative labels, physical and social distance, and discrimination.

Many times the issues of not engaging in various activities can be attributed to the barriers, or threats, individuals encounter, both internally (lack of resources, poor social interactions, health concerns, physical and psychological dependency) and environmentally (attitudes, building design, transportation, lack of money, inappropriate rules and regulations; Smith, Austin, Kennedy, Lee & Hutchinsen, 2004). Inclusive recreation can only be experienced when an individual feels welcomed, valued and has the ability to positively affirm who they are as an individual through negotiating the threats and barriers they encounter. This includes the opportunities to engage within a full range of leisure experiences rather than specific programs provided at local recreation and park agencies.

Often times recreation programs continue to focus on inclusion as a physical placement (programs where persons with and without disabilities recreate together; Dattilo, 2002 ; Devine, 2004) rather than looking at each person as an individual with specific needs. With this definition, an individual may be engaging in an activity identified as being inclusive, but not having a positive experience, or being provided with beneficial outcomes (Haggard & Williams, 1991; Shaw, Klieber & Caldwell, 1995; Wilhite, Devine, & Goldenberg, 1999). For example, an individual may be encouraged to participate in a wheelchair basketball program because it is the only adaptive sport available within his or her community. Yet, the individual with a disability may not enjoy basketball, has never played

basketball and does not understand the rules of the game. This type of engagement may actually discourage participation in other activities rather than encourage inclusion within recreational pursuits. Just providing the physical access does not constitute that the individual will feel like they are included and valued as a contributing member to a specific group.

Inclusion truly is an ongoing process that is contingent on attitudes, rather than a program or a place designed only for people with disabilities (DePauw, 1999; Sherblom & Perry, 1999; Sherrill, 1998). It is not a one size fits all phenomenon, but is independent on how the person perceives what he or she is experiencing. The National Recreation and Parks Association (NRPA, 1999) states inclusive leisure as those opportunities where individuals, regardless of their ability level, can interact together with both dignity and respect. It is a continuous process where the person is valued and supported in the individual choices he or she makes (Bullock & Mahon, 2001; Dattilo, 2002; Pegg & Compton, 2004). This includes providing not only a variety of activities to choose from, but also the opportunity to choose who to recreate with.

One of the strongest motivators as humans is to be accepted by others and to belong to a group (Baumeister & Leary; 1995; Spencer, Fein & Lomore, 2001). Individuals attempt to provide an accurate interpretation of who they are through interactions with others (Haggard & Williams, 1992; Mead, 1934). Leisure, different than work and education, usually encourages self-expression and unstructured, casual social interactions that may be an aspect of self-affirmation. Therefore, self-affirmation process may occur more freely in leisure

environments where persons perform individualized behaviors with others they choose to be with (Ellis, Voelkl, & Morris, 1994; Haggard & Williams, 1992).

As mentioned in the inclusion literature, persons with disabilities experience many barriers, or threats that may influence how they perceive themselves being socially included in various situations. Self-affirmation theory states that when an individual experiences a threat to his or her self-image he or she responds by utilizing other self-resources to maintain an image that is moral and capable (Spencer, et al., 2001; Steele, 1988). A study completed by Spencer, et al. suggests that individuals can cope with various threats encountered to their self-image by reflecting on those values that affirm their self-worth. The threat to the self is more contingent on the immediate experience (current situation) than the long term context. Self-affirmation can provide individuals with the resources to adapt to more challenging and self-enhancing experiences (Spencer, et al.). When individuals cope with threats to their self-worth they can affirm personal meaning to their lives in various aspects (Tate, 1996; Steele, 1988).

Community based opportunities that promote self-affirmation allows the individual to negotiate barriers or threats he or she may encounter when attempting to engage in recreation activities of choice. This may increase a person's opportunity to engage in diverse activities with positive outcomes. It allows the individual to be valued and accepted in various social situations. Therefore, providing recreation in the context of self-affirmation may increase participation within the community, and a sense of inclusion in a variety of contexts.

This includes the opportunity to define his or her self-worth and value through the negotiation of potential threats in various environments.

Within the past twenty years professionals in the recreation industry have focused on universal design, accessibility, and providing physical access to community services. At the same time the inclusive recreation movement was formed, often defined as the environment where individuals with and without disabilities recreate together. Within this context inclusive recreation is often viewed as a program or place. Yet, is this truly inclusive in the context mentioned above? Or, are we as the professional defining the recreation experience for the individual with a disability? Inclusion can only be defined by the individual who is experiencing the recreation activity at that particular time. For true inclusion to occur the individual must feel valued, accepted and have a sense of self-worth, ultimately be self-affirmed. Inclusive services must focus on the individual needs and move away from defining inclusion as a program or a place.

References

Baumeister, F. R., & Leary, M R. (1995). The need to belong: Desire for interpersonal attachment as a fundamental human motivation. Psychological Bulletin, 117, 497-529.

Blinde, E.M., & McClung, L. R. (1997). Enhancing the physical and social self through recreational activity: Accounts of individuals with physical disabilities, Adapted Physical Activity Quarterly, 14, 327-344.

Bullock, C. & Mahon, M. (2001). Introduction to recreation services for people with disabilities: A person-centered approach (2nd ed.). Champaign, IL: Sagamore.

Dattilo, J. (2002). Inclusive leisure services: Responding to the rights of people with disabilities (2nd ed.). State College, PA: Venture.

DePauw, K. P. (1999). Social-cultural context of disability: Implications for professional preparation and scientific inquiry. Paper presented at the American Academy of Kinesiology and Physical Education, Callaway Gardens, GA.

Devine, M. A. (2004). "Being a doer instead of a viewer": The role of inclusive leisure contexts in determining social acceptance for people with disabilities. Journal of Leisure Research, 36(2), 137-159.

Devine. M. A. & Datillo, J. (2000). Social acceptance and leisure lifestyles of people with disabilities, Therapeutic Recreation Journal, 34(4), 306-322.

Ellis, G. D., Voelkl, J. E., Morris, C. (1994). Measurement and analysis issues with explanation of variance in daily experience using the flow model. Journal of Leisure Research, 26(4), 337-356.

Haggard, L. M., Williams, D. R. (1992). Identity affirmation through leisure activities: Leisure symbols of the self. Journal of Leisure Research, 24(1), 1-18.

Mead, G. H. (1934). Mind, self, and society. Chicago, IL: University of Chicago Press.

National Recreation and Parks Association. (1999). Retrieved March 18, 2001,

http://www.nrpa.org/branches/ntrs/inclusion/thm.

Pegg, S., & Compton, D. (2004). Creating opportunities and ensuring access to leisure and recreation services through inclusion in the global community. Leisure, 28(1-2), 5-26.

Shaw, S. M., Klieber, D. A., & Caldwell, L. L. (1995). Leisure and identity formation in male and female adolescents: A preliminary examination. Journal of Leisure Research, 27(3), 245-263.

Sherblom, P. R., & Perry, T. L. (1999). Inclusion paradigms and perspectives: a stepping stone to accepting learner diversity in physical education. Quest, 51(4).

Sherrill, C. (1998). Adapted physical activity, recreation, and sport: Crossdisciplinary and lifespan (5th edition). Boston, MA: WCB/McGraw Hill.

Smith, R. W., Austin, D. R., Kennedy, D. W., Lee, Y., Hutchison, P. (2004). Inclusive & special recreation: Opportunities for persons with disabilities. (5th ed.). New York: McGraw Hill.

Spencer, S. J., Fein, S., Lomore, C. D. (2001). Maintaining one's self-image vis-à-vis others: The role of self-affirmation in the social evaluation of the self. Motivation and Emotion, 25(1), 41-65.

Steele, C. M. (1988). The psychology of self-affirmation: Sustaining the integrity of the self.

In L. Berkowitz (ed.) Advances in experimental social psychology volume 21: Social psychological studies of the self: Perspectives and programs, 261-302. San Diego, CA: Academic Press.

Tate, D. (1996). Effect of three facilitation techniques on self-efficacy, self-affirmation, performance, and meaning of a challenge initiative among adolescents in mental health facilities. Unpublished thesis. University of Utah: Salt Lake City, UT.

Wilhite, B., Devine, M. A., & Goldenberg, L. (1999). Perceptions of youth with and without disabilities: Implications for inclusive leisure programs and services. Therapeutic Recreation Journal, 33(1), 15-28.

Williams, T. (1994). Disability sport socialization and identity construction. Adapted Physical Activity Quarterly, 11, 14-31.

Dr. Jennifer Piatt, Assistant Professor at Indiana University, Bloomington

Ingrid M. Kanics, OTR/L is an Occupational Therapist who has worked for 10 years helping communities create and run amazing places where all children can play together. She was senior consultant on the national advisory team for the Center for Creative Play, Pittsburgh, PA. During that time she worked with numerous communities and 38 children's museums helping them expand their understanding of Universal Design and the importance of sensory play in every child's development. She continued this work as Therapy Director at Hattie Larlham, Mantua, OH, where she oversaw therapy and recreation programs for children of varying abilities. She now owns her own consulting business Kanics Inclusive Design Services, focusing on great play spaces in communities. She has presented at universities and local, state, and national conferences on the topics play, sensory integration and Universal Design. Conferences include the Association of Children's Museums, American Occupational Therapy Association, Parents As Teachers, and National Association of

the Education of the Young Child (NAEYC). She is currently a member the Landscape Structures, Inc Inclusive Advisory Board and is actively working with the Chicago Children's Museum, The Gloria & Roger Jones OH WOW! Children's Center for Science & Technology and Zing Zumm the Children's Museum of Jacksonville, NC. Yearly she hosts a two-day Inclusive Play Symposium called Play for Life that brings together key speakers in the worlds of play and inclusive recreation to share design and programing ideas to help build more inclusive communities.

Ingrid M. Kanics, OTR/L

Kanics Inclusive Design Services, LLC

imkanics@mindspring.com

inclusiveplay@mindspring.com

412-563-6475

Social Sustainability: *The Value of Universal Design to Increase Inclusion in Parks and Recreation Spaces*

Ingrid M. Kanics, OTR/L

The world continues to expand in its diversity of individuals with disabilities. The World Health Organization defines disability as "a complex interaction between features of a person's body and features of the environment and society in which he or she lives." If we want our communities to be thriving places we need to make sure that we create spaces where all members can engage fully regardless of their impairments. The concept of social sustainability provides us with some ways that we can keep all people active in their community regardless of the age or ability. If our park and recreation areas look at social sustainability as a model they will find that they will be much more welcoming to the diverse populations making parks an integral part of the community.

Impairment in the near future world

Pullin (2009) makes the following reflection, "in the context of an environment or society that takes little or no account of impairment, people's activities can be limited and their social participation restricted. People are therefore disabled by the society they live in, not directly by their impairment." In our society today we need to take these words seriously because the number of people with impairments worldwide continues to grow. According to the World Health Organization (2011) there are over one billion people with disabilities in the world,

and between 110 -190 million of these experience very significant difficulties. This equals about 15% of the world's population. This includes individuals of all ages, races, religions, gender and culture. One of the largest growing groups is individuals over the age of 65. According to the US Census bureau the population 65 and older will more than double by 2050, rising from 39 million today to 89 million. In China, the number of people over the age of 80 will be more than 80 million, seven times the present figure (Reuters 2011). The reality is that individuals with impairments (regardless of how acquired) will only continue to grow and we need to adapt our community designs to keep them active community members.

So how do we do this? We do this by including them in our planning processes as we create our living spaces, public and private places as well as work and recreation places. We need to plan with more than them in mind; we need to plan with them as active participants in all stages of planning, building and ongoing operation of each space. There are many ways to reach out to people with different impairments. This can be done through individual contact, by reaching out to local or national groups that support research and services for individuals with an impairment. For example, groups could include local special needs schools, hospitals that provide treatment for those with different illnesses, and non-governmental/non-profit groups like United Cerebral Palsy who provide a wide variety of services. The more we include a variety of perspectives in the process the better the design will

meet the needs of the community resulting in more involvement by all in the final community space.

Social Sustainability

When we design parks and places that have full community input we create a place that has the potential for social sustainability. Social sustainability can be defined as "systems that support people by creating safe, secure and independent communities" (Smart Public Housing Program).

From Smart Public Housing Program, Department of Public Works, Queensland, Australia

Through dialogue we are able to hear what makes each community member feel safe and secure. It allows us to create opportunities for each member to be independent as they live fully in their neighbourhood. Social sustainability also

connects with environmental and economic sustainability in the triple bottom line. If we design a park system that has full community input, we will make decisions that save future modification therefore eliminating wasted construction and material. We will also see more and longer participation by community members of all ages and abilities resulting in longer term financial input into the space and programs that we offer over a period of time. So what is the connection between park and recreation spaces and social sustainability?

Social Sustainability and the need to play

If social sustainability is about creating systems that support creating safe, secure and independence then it has to have a connection with play. Play is the way the young children learn how the world works, what is safe and not safe as adults we need to continue to play in the world to be successful. The fact is that play has its own safeguards. These are beautifully pointed out by John Richer in his paper "Dirt is Good" there are four safeguards that are provided by play

- ***Children do not play when frightened, tired, ill or otherwise engaged in pressing tasks (learning a new skill for example).***
- ***Young children play more in the (protective) presence of trusted adults (more on this below).***
- ***Play takes place only at the edges of knowledge and skill – not in completely unknown territory (play helps us build our skills).***

- ***After about 18 months, play can have a pretend element to it, further protecting the child (if something goes wrong it is not the real situation).***

With these four points in mind it is very important that our park and recreation places are designed to let everyone play regardless of their impairments. As they play they will get a true sense of what they are able to do, build their skills and their self-esteem. In some areas of the world we are not letting our children play enough and when we do we are over protective taking all the risk away from our children. We do not allow them to learn to trust themselves and learn through play. This is particularly true for children with impairments. As Patrick Schwarz states in his book, *From Disability to Possibility,*

> **"In the name of special care, special safety, or special protection, we sometimes take the dignity of independence, choice and freedom away from people with disabilities. We create a double standard, not letting them do things that non-disabled people take for granted, things that are often the rites of passage into maturity and adulthood."**

We tend to bubble wrap those with impairments even more than we do those without especially children. If we design for social sustainability we will have spaces that respect each member, allowing then to venture and risk, learn and grow to their full potential.

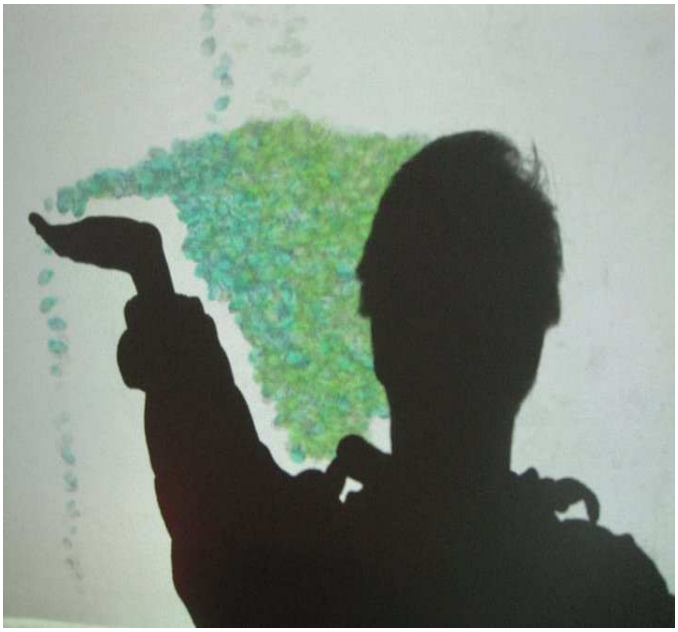
Universal Design a key to Social Sustainability

One of the key elements of social sustainability is the use of universal design principles to physically design environments that are safe, secure and independent. Each principle provides guidance in design that allow for active engagement for all.

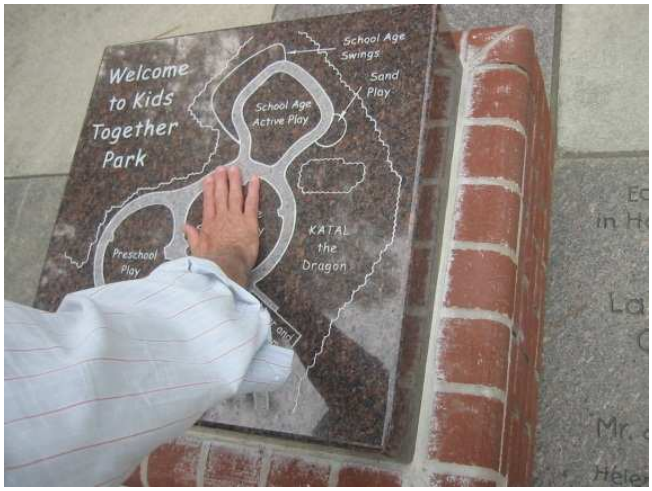
1. Equitable Use: namely the feature allows all members to be able to engage in the space. For example the choice to ramp access to the airplane instead of using stairs allows all to access this exhibit (photo to right OH WOW! Youngstown, OH).

2. Flexibility in Use: When equitable use is not possible think about adding some variety. For example, more and more parks with beaches are providing visitors with the ability to borrow or rent beach wheelchairs so they can more fully experience the benefits of water play.

3. Simple and Intuitive:



Many facilities now provide sensory operated elements within their facilities. These are simple to use, one simply has to pass the sensor and the lights go on or the water flows from the faucet. Interactive play experiences like the one to the right at the Chicago Children's Museum allow all to play. Similar elements can be found in outside water play areas.

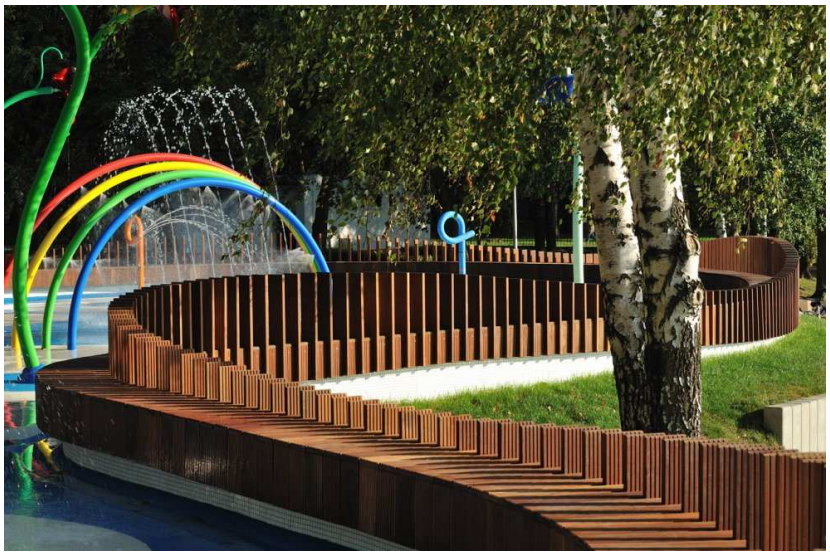


4. Perceptible Information:

It is important that information be provided in different formats so that visitors can understand important information about the park. The photo to the left shows the tactile map at the entrance of the Kids Together Park in Cary, NC.

5. Tolerance for Error: It is important for the design space to allow children to risk and play while parents observe. For many families with children who have autism a fence around a play area can add a sense of security, allowing children to play while giving parents the knowledge that their children are

contained within a play area. This can be done creatively as seen Vortex Splash Pad, Tychy, Poland.



6. Low Physical Effort: We want to create designs that allow our visitors to play. This means that we do not want to have a design that requires a great deal of energy. In the photo below the ramp to the tugboat is very gradual and the main surfacing in the lower level of the tug is pour in place material making it easy for all visitors to play on the first level of the tugboat (Pier 4 Park, Hamilton, Ontario).

7. Size and Space for Approach and Use: **When we design we want to be sure to provide space for everyone to access and play. This includes space for adults with impairment who have typically developing children. In the photo below, Paralympic athlete Muffy Davis pushes her daughter in a swing at Kellogg Park in La Jolla, CA because the park is designed so she can do this independently.**

Conclusion

In a world that is seeing more and more individuals with impairments active in their communities it is important for us to design places, especially recreational spaces that enable them to play with their families and friends. Social sustainability will result if we include all community members in the dialogue to create, build and operate our parks and recreation spaces. The continued application of universal design principles is key to the design process to creating great places where each member of a community can play, learn and grow together through their whole life!

References

Davis L. J. (2010). Constructing Normalcy. In Davis (Ed). The Disability Studies Reader. (pp.3 – 19). New York, NY: Routledge Taylor & Francis Group.

Pullin, G. (2009). Design meets Disability. Cambridge, MA: MIT Press.

Schwarz, P.(2006). From Disability to Possibility. Portsmouth, HN: Heinemann.

Web reference

Richer, J. "Dirt is Good",
www.via.se/media/downloads/(406)Whitepaper.pdf

Smart and Sustainable Homes, Smart Public Housing Program, Department of Public Works, Queensland, Australia,
http://www.sustainable-homes.org.au/

Ingrid M. Kanics, OTR/L

APPEAL:

1.

We are pleased to announce that the application process is open for the 2013 Stanford-India Biodesign (SIB) Fellowship. The goal of this programme, launched in 2007, is to train the next generation of biomedical technology innovators in India. This highly competitive programme is directed to Indian citizens who have an interest in the invention and early-stage development of new biomedical technologies.
The SIB Fellowship Programme is centred at Stanford and in New Delhi and administered as a collaboration between Stanford University, the Indian Institute of Technology Delhi, and the All India Institute of Medical Sciences (AIIMS) in partnership with the Indo-US Science & Technology Forum (IUSSTF).
Fellows receive tuition, stipend support, and international travel arrangements. Over the course of the 1 year fellowship, approximately half of the fellows' time will be spent at Stanford University and the other half in India. Fellows work on a multidisciplinary team joining other innovators with a combination of engineering, medical and business backgrounds. Preference will be given to applicants with significant work experience.

The fellowship application deadline is May 18th, 2012. Select applicants will be interviewed in Delhi. The fellowship starts at Stanford in January 2013.

A detailed programme description and fellowship application are available at the Stanford Biodesign Programme website:

http://biodesign.stanford.edu/bdn/india

For further programme details, please contact

info@sibiodesign.org.

Christine

Christine Kurihara

Manager, Special Projects

Associate Director, Global Programs

Stanford Biodesign Program

http://biodesign.stanford.edu/

sibiodesign5 mailing list

sibiodesign5@lists.stanford.edu

https://mailman.stanford.edu/mailman/listinfo/sibiodesign5

2.

Arth House has organized a series of exhibitions, two of which have taken place over 3 weekends since, 23rd March at Nirvana Films next at Idiom Design and a third at Pallavi Foley Boutique, Leela Galleria.

Each exhibition showcases the work of 4 artists' work in various forms paintings, illustrations, photographs, graphic design etc.

On 15th April, a finale event "the Last Exhibition of Visual Arts" will take place at Counter Culture, Whitefield.
The work of all the artists will come together along with a few others.
There will be installations and live demonstrations of visual arts from digital illustration to projection mapping.

Some of the leading professionals from the creative industry will be speaking on "Art and its role in the Creative Industry".

Apart from students and art enthusiasts,
the event will be attended by creative professionals from several fields such as design, advertising, film and animation, as well as some IT and corporate houses.
An environment set for exchange, exposure and growth in future connections.

It will be beneficial as well as refreshing.
There is no charge for the exhibitions, the last event has a nominal entry fee of Rs 300.

We hope to see you at the event.

Please extend this invitation to those you feel may be interested.

Thanks.

Warm Regards,
Dharmang Prajapati.

NEWS:

1.

Google's Self-Driving Car Takes A Blind Man Out For A Spin

Since announcing its breakthrough self-driving car project in 2010, Google has clocked over 200,000 miles of safe computer-led driving.

2.

Universal design, universal appeal

In 1998, Rosemarie Rossetti returned home from Grant Medical Center after a life-altering injury to the jarring realization she barely could get in the front door.

Her husband, Mark Leder, had pushed her up their home's newly built access ramp and through the doorway onto the carpet, where the wheelchair wouldn't budge.

In addition to coping with the shock of being paralyzed from the waist down -- a 3.5-ton tree fell on Rossetti as she was biking with her husband near Granville -- Rossetti began to realize she'd have to deal with countless smaller hurdles from tasks she always had performed with ease: moving through doorways, reaching glasses in a kitchen cupboard or just getting into the bathroom, much less using it.

"The only room I could be in was the kitchen," Rossetti said, because its floor had no carpet.

During the next several years, Rossetti and her husband threw their efforts into finding a home that would be suitable to Rossetti's condition. Despite a number of setbacks along the way, the couple became crusaders for the concepts of universal design and sustainability -- not just for individuals with physical limitations, but for everyone.

Universal appeal

The Universal Design Living Laboratory, 6141 Clark State Road, Columbus, slated to open sometime this spring as a residence for Rosemarie and Mark as well as a model for the general public, is the picture of a user-friendly home. The couple worked with architects to plan it that way.

From the curbless showers with dual shower heads and a built-in seat to the elevator to the basement, the 3,500 square foot house has been designed to showcase concepts that can be applicable in large and small ways for people looking to grow old in their homes -- and to any homeowner, whether or not they realize it.

"We instinctively use universal design in almost all designs," said Travis Ketron, president of Ketron Custom Builders in Granville.

Ketron is a Certified Aging-in-Place specialist, meaning he "has been trained in the unique needs of the older adult population, aging in place home modifications, common remodeling projects and solutions to common barriers," according to the specifications of the National Association of Home Builders.

But he prefers the designation "universal design" to "aging in place," mostly because the concepts can be applied to anyone -- and not many customers like to think about aging.

Examples include lever fixtures on sinks instead of knobs that twist, or lights that can turn on and off with a nudge of the elbow instead of the motion required to flip a switch.

"Some of the things that are appealing to everybody are universal design," he said.

Bryce Jacob, vice president of Dave Fox Design Build Remodelers, uses automobiles as an example.

Features such as automatic windows have become standard -- and also happen to be easier to use than their dated window-crank counterparts.

The same goes for universal design features such as curbless showers and open floor plans that are aesthetically pleasing, allow for abundant natural light and visibility, and also are more easily navigable for everyone.

No longer are kitchens merely "business central," Jacob said, as in the past when meals were exclusively prepared there and then delivered to the dining room.

Instead, they're a gathering place, and remodels as well as new builds in years to come will reflect that, Jacob said.

"What they have is joined space," he said.

Staying home

As the baby boomer generation continues to age and plan for the future, many individuals -- according to a 2005 AARP survey, almost 90 percent of adults 50 and older -- are opting to stay in their homes as long as possible.

That means making accommodations that will facilitate movement, everyday activities and overall independence.

Popular features to accomplish this include first-floor master bedrooms, bathrooms and laundry, abundant natural and artificial lighting, open floor plans and handrails and grab bars -- or accommodations for them to be placed in strategic locations in the future.

"It's inclusive design. It's good design. It's looking at not only the house and the space," Rossetti said, "but also everything that goes into it."

Her favorite features of her new dwelling place include the accessible tub and shower in the bathroom and a steam table in the kitchen -- which, incidentally, boasts four counter heights and knee space under the cooktop, whose controls are in the front where Rossetti can reach them.

"With a name like Rossetti, there's gonna be some spaghetti cooked in there," she said.

Jacob noted that varying counter heights also can help meet the needs of family members of different height and stature.

As a cooking fan who is friends with people almost a foot taller than him, Jacob knows the frustration of trying to cook in a home whose countertops have been designed to accommodate a 6-foot-7 resident.

Varying counter heights make it possible for residents of all ages and stages in life to function in the kitchen enjoyably -- a key tenet of universal design.

"It's putting thought into design so that it accommodates the user of the space," he said.

Practical application

When is a good time to think about universal design? There's no single answer, but it doesn't hurt to consider during your next (or even first) home purchase or remodeling project, no matter how small.

Ketron asks some customers doing bathroom remodels if they would like blocking installed behind their walls in case they decide in the future that they'd like a grab bar there -- even if they're not ready to consider the possibility right now.

Lever handles on doors and plumbing fixtures already are working their way into mainstream building, as are open floor plans.

Adding features like non-slip flooring and easy-to-clean surfaces -- as opposed to, for example, shower tiles with grout that tend to collect mold -- are smaller ways universal design

can be incorporated into a home without making changes to its structure.

"Product selection is a big part of it," Ketron said.

In the long run, incorporating universal design into a house is something that can be done gradually and intuitively as residents consider their intentions for the future. It doesn't need to be a large-scale project -- though it can be.

Chances are, whether it's a light switch, door knob or showerhead, something in your home already has been made with universal design in mind.

"It's a lot of little things that people don't think about," Ketron said.

(Courtsey: Abbey Roy can be reached at (740) 328-8546 or amroy@newarkadvocate.com.

3.

Playground designed for people with diusablities

The Blanshard Community Centre and its refurbished playground provided the backdrop Thursday for a federal funding announcement aimed at improving accessibility for people with disabilities.

Ontario Conservative MP Dr. Kellie Leitch, parliamentary secretary to Minister of Human Resources and Skills Development Diane Finley, said the centre's specially designed playground is an example of how the federal Enabling Accessibility Fund works. The Kings Road site was granted $50,636 from the fund in 2010 and the playground was installed soon after.

Kelly Greenwell, the centre's executive director, said much effort went into securing money for the project until the Enabling Accessibility Fund came through. "We tried a lot of different ways to get something like this here."

A key element of the accessible playground is a spongy, tile-like base that is easier to move on than the typical sand surface.

Leitch said the playground is one of more than 800 projects across the country already supported by the Enabling Accessibility Fund. Another 188 are in line for $6.2 million in funding.

The Downtown Blanshard Advisory Committee, which oversees the community centre, deserves applause for what it has been able to accomplish, Leitch said. She said the local group does great community-service work and has produced the type of project that the federal program seeks to support.

Greenwell said the playground gets plenty of use.

"We have a couple of hundred people through the building each day," he said.

Places like the Blanshard Community Centre, municipalities with a population of less than 250,000, colleges, universities and aboriginal governments are among those eligible for the Enabling Accessibility Fund.

"For millions of Canadians, accessibility is actually a very important issue and it can make a difference between getting a job or not, being independent or not, and, quite frankly, to be included in something or not," said Leitch.

(Source: http://www.timescolonist.com)

4.

GOLD MEDAL FOR ENTRAVIEW AT THE DST - LOCKHEED MARTIN INDIA INNOVATION AWARDS

Innovation at the edge of affordable ENT viewing

THE AWARDS:

ENTraview was a gold medalist at the 'Innovators competition' of the recently concluded DST-Lockheed Martin India Innovation Growth program – 2012. Developed by Icarus Nova an Innovation arm of Icarus, it was adjudged among the top 30 technology innovations in the country among a total of over 800 technologies evaluated.

THE OPPORTUNITY:

In general, ENT doctors and General Practitioners, have access to only rudimentary tools for examination of patients. The commonly used tools are mirrors, torches and tongue depressors. In urban areas, they may have access to state of art Endoscopic diagnostic tools, but these are not easily accessible, few in numbers and expensive, both as initial investments as well as cost per usage. This problem is much more so in rural healthcare centers. On an ENT check-up day, one doctor may have to attend to hundreds of patients. With the current infrastructure, the

doctor is not able to make timely and accurate diagnosis. He is unable to refer to previous examinations and therefore offer continuity of treatment.
ENTraview is an examination tool that enables better visual access to the problem areas of the ear, nose and throat for early and accurate diagnosis. It allows recording and retrieving of data for future reference. It is portable and low cost, thereby increasing accessibility and affordability exponentially.

THE INNOVATION :

ENTraview is an effective integration of a mechanical adaptor, light source, hardware and software into a compact, battery operated handheld device that is highly ergonomic to use. The mechanical adaptor allows easy interchangeability of ear, nose or throat scope. These scopes are FDA approved bought outs. The light source is built in and optimized for the three scopes. Video recordings of the examination can be stored in the device. This can be transferred to a computer/laptop at a later time. The interface is very simple and easy to use, requiring almost no training for doctors to begin using this product. Health care workers can use it with a bit of training. Proof of concept protos have been tried with doctors and healthcare workers for feedback. Design for manufacturing underway.

5.

Universal playground to open in Fredericktown

A playground with a universal design for children is set to open in Fredericktown, Missouri.

According to the Madison County Chamber of Commerce, the 'Fitness for All Children-Project Happy Feet' playground is designed for children with or without disabilities.

According to the chamber, there are more than 350 people with developmental disabilities live in Madison County. They say there are no similar playgrounds within a 100 radius of the town.

A ribbon cutting is scheduled for 10 a.m. on Saturday, May 5 during Azalea Festival weekend at the playground. The playground is located on North Main Street in Azalea Park.

Officials say, more than $77,000 was raised by area businesses with community fundraiser's and donations. This total includes $30,000 received from The L.I.F.E. Center of Farmington. A final grant from Madison Mobilization brought in enough funding to finalize the plans.

Officials say addition for handicap accessible restrooms designed for a flood plain area will be added soon.

6.

Could Universal Design Be the Next Mainstream Movement in Architecture, Planning?

Universal design, which employs design to encourage health and wellness and other quality-of-life improvements, may be poised to become the next mainstream endeavor in architecture and planning, according to two leading experts in the field.

Edward Steinfeld, director of the University at Buffalo's Center for Inclusive Design and Environmental Access (IDeA Center), and Jordana L. Maisel, the center's director of outreach and policy studies, are authors of a new textbook, "Universal Design: Creating Inclusive Environments."

"We believe we are close to a watershed moment," the authors write in the preface to the book, which was released on April 10 and includes chapters on housing, interior design, transportation and more. "Whether they know the term or not, the work of leading architects and design firms reflects the adoption of universal design concepts."

Universal design is design that empowers diverse populations by improving human performance, promoting health and wellness and encouraging social participation.

Thinkers and practitioners in the field consider questions such as how the design of city streets can inspire healthy habits such as walking and bicycling, or how a home can be made comfortable not just for a person with average abilities, but for a wounded soldier or aging visitor. Designers also create complex products that support multitasking without safety risks.

Just as sustainability and green design -- once the province of a few idealists -- came into vogue at the end of the 20th century, universal design is now coming of age, said Maisel, an urban planner.

Forces including demographic change, a consumer-oriented and increasingly diverse culture, and the need for doing more with less are driving demand for buildings, public spaces and products that meet the needs of people of many different abilities, needs and preferences, she said.

Though universal design benefits people of all ages, the aging of the population is an important driver of the field. Universal design enables residents to stay in their own homes and neighborhoods for as long as possible, and supports their continued participation in social life.

Universal design has roots in the disability rights movement, whose proponents fought for buildings and infrastructure to be more accessible.

Designers realized that barriers to access were often caused by the lack of a human-centered design philosophy. Because anyone can encounter barriers to safety, usability and social participation, universal design seeks to provide benefits to all, rather than special provisions for a protected group.

"Universal design provides universal benefits across the life span," says Steinfeld, a professor of architecture in UB's School of Architecture and Planning. "It increases safety and security for children, reduces stress and improves wellness for those of working age, and it supports independence and social engagement in old age."

The new textbook, published by Wiley, is a useful, forward-looking resource for both students and practitioners of architecture and planning; it can also serve as a reference for researchers.

The book's production was supported in part by the UB IDeA Center and Toronto Rehabilitation Institute's Rehabilitation Engineering Research Center on Universal Design in the Built Environment, an effort funded by the U.S. Department of Education's National Institute on Disability and Rehabilitation Research.

PROGRAM & EVENTS:

1.

2.

Aging in Society: An Interdisciplinary Conference Announced

The 2012 Aging Conference will take place at the UBC Robson Square, Vancouver, Canada from 5-6 November. For more information please visit www.Aging-Conference.com

Call for Papers

If you intend to present a paper at the conference, your participation begins with submission of a paper proposal. For information on proposals, presentation types, and other options, please see our website. To submit a proposal, please click here. If your proposal is accepted, you will then need to register for the Conference.

Registration

Those who submit paper proposals should register following the acceptance of the proposal. Conference delegates who do not intend to present may register at any time. For registration options, or to register for the 2012 Aging Conference, see: http://agingandsociety.com/conference-2012/register/.

3.

4.

HInternational 2013

HCI International 2013 21 - 26 July 2013, Mirage Hotel, Las Vegas, Nevada, USA

5.

8th International Short Break Association 2012 (Respite Conference), 10-12 October 2012, Toronto.

6.

Festival will be held in the month of October,2012 and exact date and schedule of the festival would be announced two months prior to the festival so that volunteers willing to participate from other parts of country can make their travel arrangements.

Last date of the submitting the entries in all four categories is 10th August,2012. Any citizen of India irrespective of age can participate in the contest. There is no entry fee for the contest

7.

HWID 2012 working conference on "Work Analysis and HCI"

Welcome to HWID 2012, an International conference/seminar on Work Analysis and Human Computer Interaction. HWID 2012 will take place in December 5-6, 2012, in Copenhagen Business School (CBS), Denmark.

The Human Work Interaction Design (HWID) working conference is organized by IFIP TC 13.6 working group, see http://hwid.cbs.dk/. The 1st HWID conference was organized at Madeira, Portugal in 2006 (Clemmensen, Campos, Orngreen, Pejtersen, & Wong, 2006). The 2nd HWID conference took place at Pune, India in 2009 (Katre, Orngreen, Yammiyavar, & Clemmensen, 2010). In continuation with this series of the IFIP WG 13.6 on Human Work Interaction Design, the 3rd HWID conference will be held at Copenhagen, Denmark on 5-6 December 2012.

Denmark

The Focus of this conference:
The HUMAN WORK INTERACTION DESIGN 2012 (HWID 2012) working conference analyzes the combination of empirical Work Analysis and Human computer interaction (HCI). We very much look forward to welcoming you to Copenhagen!

The Scandinavian countries have for many decades been very active and influential in the international HCI community by shifting research focus to empirical studies of the application domains and contexts of ICT, such as work and leisure, private and public domains. Although this is well known, much work analysis approaches does not include HCI design and much CHI research and development does not include work analysis. Focus is on either work analysis or HCI design/evaluation, although both approaches are seriously needed for the development of successful ICT applications. The HUMAN WORK INTERACTION DESIGN 2012 (HWID 2012) working conference analyzes the relation of Empirical Work Analysis and Human Computer Interaction (HCI). We encourage a dialogue between HCI and Work Analysis approaches.

We expect the participants will be researchers from industry and academia with an interest in empirical work analysis, HCI, interaction design and usability and user experience in work situations and at the workplace.

Organizers:

- Torkil Clemmensen, Associate Professor, Department of IT Management, CBS, Denmark, Denmark
- Dinesh Katre, Associate Director & HOD, Human-Centred Design & Computing, Centre for Development of Advanced Computing (C-DAC), Pune, India
- Rikke Orngreen, Associate Professor, The research programme of Media and ICT in a Learning Perspective, Danish School of Education, Aarhus University, Denmark
- Pedro Campos, Assistant Professor, University of Madeira, Campus Universitario da Penteada, Funchal, Portugal
- José Abdelnour Nocera, Postgraduate Computing Field Leader, Head of Centre for Internationalisation and Usability, University of West London, United Kingdom
- Arminda Lopes, Instituto Politécnico de Castelo Branco, Portugal

8.

9.

FASHION : ADVERTISING : GRAPHIC : INTERIOR : PRODUCT
ANIMATION : ARCHITECTURE : INDUSTRIAL : NEW MEDIA

The Organization of Black Designers Presents

DesigNation8: DesignPower!

Hyatt Regency Hotel
Cincinnati, October 25-28
The Organization of Black Designers (OBD) is pleased to announce

DesigNation8: DesignPower!
which will be held in
Cincinnati, Ohio
October 25-28, 2012

DesigNation8: DesignPower! will bring together some of the world's top designers to explore how the power of design impacts and influences the local, national and global economies and national and global cultures. And to showcase and share their work. This is our 8th international design conference.
The conference attracts established and emerging designers, educators and students. With members and affiliates nationally and internationally, **DesigNation8: DesignPower!** reflects the mission of OBD of inclusion and diversity.

DesigNation® is the largest gathering of designers of color in the world and the first multidisciplinary design conference in the world!

Workshops : Lectures : Design Studio Tours : Job Fair
Portfolio Reviews : Recruiting

Early Bird Registration $195
(limited time only)
Regular registration fee is $325
Please register early! It helps us to create a better event for you.

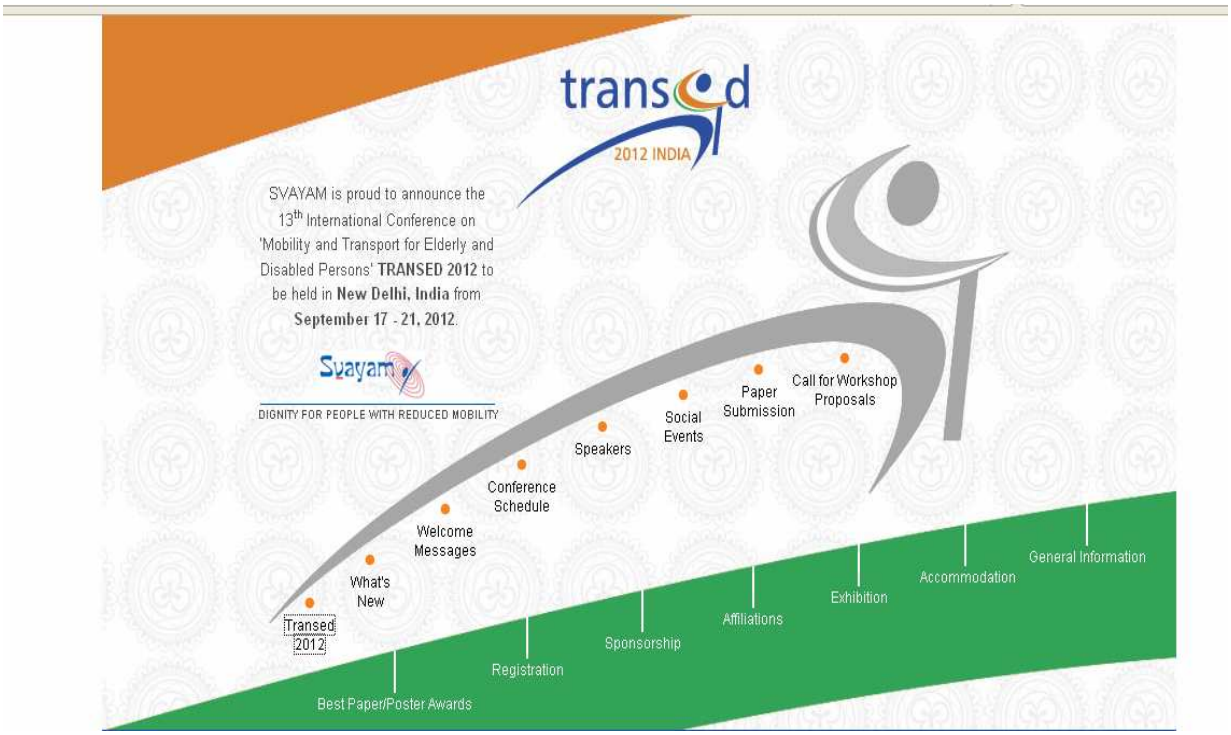
To Register: www.obd.org

For more information: 202-489-4822 / 202-659-3918

DesigNationConferences@gmail.com

Sponsors: Procter & Gamble, GM, Nike, Herman Miller, Steelcase, BET, Haworth, Adobe, Ford, Chrysler

10.


transed
2012 INDIA
SVAYAM is proud to announce the 13th International Conference on 'Mobility and Transport for Elderly and Disabled Persons' TRANSED 2012 to be held in New Delhi, India from September 17 - 21, 2012.
Svayam
DIGNITY FOR PEOPLE WITH REDUCED MOBILITY
Transed 2012
What's New
Welcome Messages
Conference Schedule
Speakers
Social Events
Paper Submission
Call for Workshop Proposals
Best Paper/Poster Awards
Registration
Sponsorship
Affiliations
Exhibition
Accommodation
General Information

JOB OPENINGS:

1.

Job Description is:

About BrowserStack

- **Live web based cross-browser testing tool http://www.browserstack.com. It provides instant access to all browsers across desktop and mobile devices.**
- **Some of our top customers: Wikipedia, Ubuntu.com, jQuery, Github, Causes.com and University of Oxford.**
- **A pure indian based startup with 98% users from US, Europe and Australia.**
- **Current team size: 4 (2 founders). Looking for a developer and a designer.**
- **Profitable since 1st month of product launch. Profit is being used to grow team size and expand scale. No need for external funds.**

Requirement

- **User experience design, Interaction design, HTML, CSS, Photoshop/Fireworks**
- **A strong knowledge of current web design and accepted standards.**
- **Exceptional visual talent that explains ideas with sketches and wireframes**
- **Ability to prototype and build what you design.**
- **Experience in designing web products at par with basecamp.com, twitter.com, mint.com, freshbooks.com, targetprocess.com,smashingmagazine.com**

Nice to have

- **Blog writing or Copywriting**
- **Strong portfolio with examples of self-started projects**
- **Real curiosity for user experience and crafting products that delight**
- **Good in JavaScript/jQuery**

What you get

- **Awesome salary package as per your talent. Atleast 10L/annum.**
- **Work with an amazing team of IITians.**
- **MacBook Pro laptop.**
- **Learn latest and emerging web technologies.**
- **An opportunity to be a part of a fast growing web startup from the beginning.**

Whom to contact

- **Ritesh Arora, ritesh@browserstack.com, 9167663006**
- **Nakul Aggarwal, nakul@browserstack.com, 9820223229**

2.

Playup (www.playup.com) is an international organization promoted by Steve Waugh(Former Australian Captain). Playup wants to make the whole sports experience more social and interactive. Their iOS app named playup is ranked under 10 among all sports apps available.

Playup has offices in US, UK, Australia and India. In India they are situated in Gurgaon, Delhi.

Playup is looking for designers who are interested in designing great customer facing mobile applications/games. They are looking at passionate designers who have great sense of interactive design for consumer apps and have great graphic design skills.

Incase you are interested to know more. kindly connect with me on bhupesh[dot]gupta[AT]krizalis[DOT]com.

3.

Interested candidates please send their profiles at:
leena.bhilarkar@loudcloudsystems.com
● Subject line of mail: Position - Name of candidate (years of exp) and referred by
● Attach resume
● Mention contact details clearly
ABOUT LOUDCLOUD:
●www.loudcloudsystems.com
●https://www.facebook.com/?ref=logo#!/pages/LoudCloud-Systems/145871598789492
● http://twitter.com/#!/loudcloudsys
POSITION: HTML Developer

EDUCATION:
• Graduate and completed HTML certifications.
EXPERIENCE:
• 3 to 4 years of relevant experience
TECHNOLOGY STACK/JOB REQUIREMENTS:
•Should be proficient in HTML 4 , XHTML, CSS2 & 3, Javascript, Jquery, AJAX (web2.0).
•Should have ability to interpret visual design and wireframe to code in HTML/Javascript.
•Should be able to understand Wireframes.
OTHER REQUIREMENTS (OPTIONAL):
- **Knowledge of HTML 5**
- **Awareness of section 508/W3C/ADA standards**

POSITION: Senior UI/UX Designer
EDUCATION:
- **Graduate/post-graduate degree in design or equivalent**

Certified training in Usability/User-Centric Design or equivalent
- **HFI certified candidates will be preferred.**

EXPERIENCE:
- **5 + years of experience in design for handheld devices and/or the education domain will be helpful.**
- **Proficiency in the use of social media is a must**

TECHNOLOGY STACK:
- **Essential understanding of visual design: layout, hierarchy, typography, aesthetics, composition and construction of meaningful images.**
- **Ability to address UI/UX design problems as communication problems by adopting user-centric design best practices, including identifying the problem, researching users, needs analysis, solution development, prototyping, user testing, and outcome evaluation.**
- **Proficiency in the use of appropriate tools and technology to develop solutions.**

JOB REQUIREMENTS:
- **Creativity and flexibility in problem solving.**
- **Management and communication skills necessary to work with interdisciplinary teams in a global environment.**

Ability to present and to articulate the rationale for solutions that address diverse audiences.
- **Define and collate user evaluation criteria for the design projects.**

Knowledge of usability practices for accessibility.
- **Attention to detail, and a commitment to delivering high-quality design solutions .**
- **Team Management.**
- **Solution oriented approach.**

JOB RESPONSIBILITIES:

- **Direct and manage UI/UX "projects" from conceptualization through till user testing.**
- **Define design goals and deliverables that support product development goals in collaboration with business and technical teams.**
- **Design intuitive user workflows for LoudCloud applications.**
- **Create wireframes and high fidelity UIs.**
- **Develop and test one or more product prototypes to evaluate navigational structure, appearance of screens, and effectiveness of tools.**
- **Respond to user, client, and internal feedback to determine optimal interactivity and navigational structure.**
- **Manage external/remote design teams located at partner premises.**

POSITION: Visual Designer

EDUCATION:

- **Preferred - BFA (bachelor in Fine Arts with specialization in applied or commercial arts)**

EXPERIENCE:

- **Between 4 to 6 years of experience with Information architecture and Visual Design skills**

TECHNOLOGY STACK

- **Adobe Photoshop**
- **Adobe Flash**
- **Adobe Illustrator**

JOB REQUIREMENTS:

- **Extremely proficient at developing Information Architecture for products**
- **Solid understanding and hands on experience in developing browser based UI with user-centered design principles**
- **Experience in ideation and concept generation related to Web 2.0 and 3.0 type of interaction**
- **Should be able to create rapid, iterative low and high fidelity prototyping/ wire framing**
- **Knowledge of emerging digital trends**
- **Knowledge of HTML /CSS /JavaScript/ AJAX/jQuery is a plus**
- **Certified Usability experience preferred**

JOB RESPONSIBILITIES:

- **Develop User Interfaces adhering to user-centered design principles**
- **Create and convert wireframes to appealing visual designs for web 2.0/3.0 type interaction**
- **Develop thorough, realistic plans that support organizational objectives**
- **Work with customers to understand their business models and goals and help define strategy, content, and features for design of their products**
- **Analyse audiences and their information and functional needs**
- **Define site architecture and navigation that serves as a blueprint**

of the site upon which all other aspects are built

- **Develop concept notes and visual walk through of the product in the requirements and design phase**

OTHER REQUIREMENTS:

- **Very good verbal & written communication skills expected**
- **Required to work well with team**
- **Solution oriented approach**

4.

Panchatantra is an environment fashioned for children to discover the roots that bind them to their Indian heritage. In the midst of such rampant globalisation, a need to cherish our traditions and strive to maintain a sense of balance in life has arisen.The Panchatantra team thus strives to educate its young learners to think like global citizens whilst keeping in touch with their own culture.

Panchatantra, encourages children to connect to the elements of nature. For this reason we have devised 5 house teams-

Agni (Fire) ,Prithvi (Earth) ,Vayu (Wind) ,Jal (Water), Akash (Sky)

We are looking for a visual/graphic designer to join us . If you have built your skill set and want to spread your wings, this is the right place for you.

Day to day roles involve working across the school's conceptualizing campaigns and features that engage customers/parents in many ways through the web, social and offline media.

You will design high-appeal creative and concepts to be used on marketing material and also in house print material including worsheets, project based designing for classes, monthly - yearly reports including but not limited to

- Banners – Presentations – Images – Blog - Campaigns

Software Requirement:

Microsoft Office, Adobe Creative Suite - includes Illustrator, InDesign, and Photoshop ,Coreldraw...etc

You must set the bar high, be inspired by the world's best and have an inherent sense of play in your work.

Please mail your CV to Ms. Anuradha Banerji Sarkar

panchatantra.anuradhabs@gmail.com

+91 9910017933 ,+91 9811059469

www.panchatantra.co.in

5.

Duties and Responsibilities-
-To generate creative GUI content like wallpaper, icons, symbols and color schemes for mobile applications in line with GUI standards in Samsung mobile phones.
-Build upon the work done by UX Design team and release GUI guidelines for mobile applications.
-Communicate and cooperate with Design team, Marketing. MI & sales team.
-Coordination with HQ GUI team.
-To work within tight schedule timeline.
REQUIRED KNOWLEDGE, EDUCATION AND/OR EXPERIENCE:
- 0-4 years of experiences in Digital graphics / visual merchandising, working with multinational companies or design consultancies.
- Formal education in graphic design/ visual communication/ interaction Design from Premium Design Institutes of India / Abroad or strong portfolio in visual design, Communication design would be needed.
- Understanding of HCI would be added advantage.
- Strong proficiency in Photoshop, Illustrator, and Flash is essential for this post.
- Animation capability would be plus.
- Should enjoy working in a fast-paced environment on a broad range of projects.
Interested can send their updated CV and Portfolio

to-pragya.d@samsung.com

6.

Moonraft: Moonraft believes that the next decade belongs to innovators.

Moonraft was founded with a vision of creating an innovation ecosystem that will constantly generate/source ideas and successfully take them to market. This unique vision makes us different from the usual start-ups which are typically focused on one product/idea. Moonraft offers products & services aimed at creating optimal experiences in the digital, connected world. Superlative User Experience is an integral part of everything we do.

7 REASONS YOU SHOULD NOT JOIN US

1. You will not be given a career path Because you'll define your own career path

2.You will not have work-life balance Because you won't know the difference between work and fun

3. You will have to ask stupid questions Because we encourage questioning and believe that ideas can come from anywhere

4. Your colleagues will not hear you Because they're far out in orbit dreaming up their next great idea, or coding their hearts out, or doing something else that totally consumes them.

5.You will not be given a desk to sit at Because you will choose where you want to work each day – next to the CEO, or the hot new intern, at home, or the café next door

6.You will have to stand on your head Or stay on your toes, because what we know today is already out-dated by tomorrow, if we want to be part of creating the future

7.You won't find a 3-year business plan Instead, you will find an inspiring vision, fuelled by burning passion, propelled by a flexible approach that allows you to explore new possibilities, which you can find only in an organisation in the making – like ours

Current openings

Design lead (Exp: 3 – 5 years)

Responsibilities:

- **Own and lead the User Experience component of all Moonraft projects, maintaining the same high quality across delivery platforms, be they digital or 'digical' platforms.**
- **Mentor, lead & inspire both design and tech teams to deliver the best possible solutions in User Experience.**
- **Envision and develop user experience strategies both for customers and in-house initiatives.**

Requirements:

- **Proven expertise in delivering exceptional User Experience Design & high comfort level with Usability concepts.**
- **Strong design-thinking, and ability to grapple with design problems across disciplines of Product/Space/Digital design.**
- **Formal design education background.**
- **A strong desire to be a game-changer, and a pioneer in the domain of User Experience.**
- **Be medium-agnostic, and be able to conceive an develop the very best User Experience solutions irrespective of if they involve space, tangible products, touch-screen devices, or a combination of all.**

Visual designer (Exp: 1 – 3 years)

Responsibilities:

- **Deliver visual designs for screens based on supplied wireframes.**
- **Support the tech team and the design team with creation of UI artifacts, and deliver them in the formats required primarily for web, mobile & tablet based applications.**

- **Pitch in with other graphic design requirements which might involve creation of posters, illustrations, company stationery, and other printables.**

Requirements:

- **BFA or equivalent degree in Visual Arts/Applied Art/Visual Communication Design.**
- **An impressive portfolio in graphic design is a must.**
- **Expertise with software tools like Photoshop, CorelDraw, Flash, In Design, Illustrator, etc.**
- **Some exposure to working with digital media and delivery formats for the same.**
- **Good communication and interpersonal skills.**

Information Architect (Exp: 1 – 3 years)
Responsibilities:

- **Conceptualize, design and deliver UI solutions for various digital delivery platforms, including web, mobile, and tablet platforms.**
- **Interface with clients throughout the project life cycle, starting from the requirement gathering phase.**
- **Own and lead the charge on end-to-end project life cycles.**

Requirements:

- **Formal design education background.**
- **An impressive portfolio is a must.**
- **Hands-on experience designing for digital media, websites, etc.**
- **Needs to have a firm grasp over IA concepts and be comfortable with IA artifacts like wire-framing, navigation flow diagrams, etc.**
- **Needs to have excellent analytical as well as creative skills, and needs to be in tune with the latest trends in the domain of Interaction Design.**
- **Should have the ability to work in a multi-disciplinary team and interface with clients to gather requirements, etc.**
- **Expertise with design tools like Visio, Omnigraffle, Photoshop, CorelDraw, Flash, In Design, Illustrator, etc.**
- **Good communication and interpersonal skills.**
- **An understanding/grasp of relevant technology (HTML/CSS/JS etc) that goes with building digital experiences will be an added plus.**

If you'd like to talk to us go ahead and shoot us a mail at careers@moonraft.com
7.

We are looking for a User Experience Manager for iStream.com. iStream is based in indiranagar, bangalore and has been in existence for last five years. They are india's largest video content providers for Indian consumers around the world. They aim to become HULU for indian masses. To know

more look at http://www.istream.com/aboutus.html. They have received venture funding from SAIF Partners for this venture.

They are looking for a User Experience Manager who will be responsible for over all UI//UX roadmap of not only their web product but also their product that will run on handheld devices.

They have some of the best team members from google, akamai, amazon, yahoo etc. and are looking for smart and highly customer centric UX person to lead this effort.

if interested please mail me at bhupesh.gupta[at]krizalis[dot]com.

8.

Honeywell has urgent requirement for experienced Interaction & Visual designers for their Human Factors team, please find enclosed attachments for Job Descriptions.

If interested, send your details to Vidyavathi.Annaji@Honeywell.com

Sr Visual Designer

Honeywell is looking for a Sr. Visual Designer with 3-5years of experience with a degree in Visual Communication/ Graphic design from a reputed institute preferable NID, IIT and other Fine Arts Premium institutes. Candidates should have at least 1years of professional experience in information visualization skills, prototyping skills, and time-based media. Should be comfortable working collaboratively within multidisciplinary teams.

KEY SKILLS

Mature understanding of the value of your design to a brand within a business context. You should have a good multi-platform visual design experience. You should have "depth and breadth" in many different ways. For example, you may have considerable experience in web applications but you've also designed mobile application development (or vice versa).

Your work is best in a participatory, collaborative, team based work environment. You inspire teams through collaboration as well as direction, vision and planning of visual design deliverables. You have strong, verbal, written, and visual presentation skills

Qualifications:

• 3-5 years of experience in Visual design/ Interaction design

• Education requirements include either a BFA/MFA OR a MDES/Diploma in Graphic design/ Interaction design from a reputed institute like of NID, IIT and other Fine Arts Premium institutes with significant industry experience.

• Lead or Championed the creation of a Visual Design /Brand vision for multiple products or product lines

• Passion for Graphic design and strong command of visual design capabilities, including composition, layout information hierarchy, typography, and color.

• Proven ability to innovate in new domain within given amount of time.

- **Experience in Information visualization would be a plus**

• Proven experience of working and driving visual design across multidisciplinary groups such as Development, Test, Program Management, other designers, and research.

• Proficient with a range of interaction design, visualization, and rapid design prototyping tools

• Develop and document detailed visual design specifications and style guide for highly interactive interfaces

• A design portfolio demonstrating both creative thinking and the delivery of value

You must be fluent in…

- **Layout / UI design (e.g. using Illustrator, Photoshop, Expression Blend, etc)**
- **Information Visualization**
- **Visual UI Development**
- **Time-based prototyping (e.g. Flash)**

Experience with the following skills is desirable (but not required)…

- **Video editing and post production**
- **Print-based Communication Design**
- **Audio Design**
- **Programming and scripting (Flash and/or other languages)**

9.

SAP LABS INDIA, Bangalore is looking for qualified User Experience Designers.

Persons with relevant qualifications and experience can send in their resumes to: srividya.v@sap.com

Details are given below:

OUR TEAM and its OBJECTIVES

SAP User Experience is a truly global team, spread across various SAP locations, including India, Germany, and USA. The team's mission is to design user interfaces that provide users with a truly seamless experience within and across SAP's various product suites. This is achieved through user research, task analysis, development of detailed use cases, interaction design based on SAP's UI Standards and Usability Testing. The team does usability consulting for various Application and Technology development groups.

For more information on SAP and User Experience go to:

www.sapdesignguild.org/

RESPONSIBILITIES

- Run UI design related projects successfully, well coordinated with other team and project members.

- Design and conduct user research at customer and partner field locations.

- Design the information architecture of a software component.

- Interaction design, including definition of UI patterns (interaction behavior and UI controls).

- Validating design prototypes at the usability lab and at SAP customer events.

EDUCATION AND QUALIFICATIONS/

SKILLS AND COMPETENCIES

- Excellent English/ Communication skills

- Proven Interaction design skills

- Strong experience in translating user data and human-factors principles into UI designs via prototypes, and detailed UI reviews/ specifications.

- Experience with developing user profiles, use cases, and scenarios. Must have experience in conducting task analyses, field studies, formal UI reviews, usability tests, and survey.

- Theoretical and practical knowledge of user research methodologies.

- Formal Education in Human factors, Computer Human Interaction, or

closely related courses. Candidates from institutes like IIT, NID will be preferred.

- Experience with new generation UI technologies and platforms (HTML5, IOS, Android... etc)

- Experience with working in globally distributed teams is a plus.

WORK EXPERIENCE

2- 10 yrs relevant experience.

Strong individual contributor

WHAT WE OFFER

Contract Type: Permanent, Full time

Job Location: India, Bangalore

Email your Resume's to: srividya.v@sap.com

10.

We are on the Look out for vibrant creative designers who can conceptualize, design and detail exciting, futuristic spaces and experiences and zeal to execute their ideas as well.

Position #1
Space designer for environments :
Preferred qualification - An Architecture graduation with post graduation in Product design/Retail design/Furniture design/Exhibition design.
Experience - 4-5 years
Experience in Design for - Service or Product experience by creating spaces, ambiences, Theme based environments and its various touch points like Interactive kiosks, Furniture, Ambience, Exhibits, Installations, Lighting.
Strong knowledge of Interior design and detailing. Work experience in projects like Exhibitions, Interactive Kiosks and installations, Retail stores, Museums, Corporate Exhibitions and Experience Centers.
Should demonstrate hands-on work of managing concept realization, delivery and implementation. Good skills in conceptual work are important.

Position #2
Visual communication designer :
Preferred qualification - An Architecture graduation with Visual communication Post graduation.
Experience - min 5 years
Experience in Areas like - Service branding, Creating Graphics, designing

content and media for concept selling of services, products and contributing to the overall experience. Should have experience in storytelling and integrating static and dynamic graphics, visuals and content will be an added advantage. Experience of projects in Interactive exhibitions, Interactive installations, Museums, corporate exhibitions and experience centers.
Should demonstrate hands-on and of managing delivery, concept realization and implementation. Good skills in conceptual work are important.
Request all those interested "NOT TO REPLY ALL"
But send in separate mail with professional work portfolio to yogeshdandekar@tataelxsi.co.in
Ensure the file size is not more than 4 MB.

11.

This time, IIT Bombay is looking for a writer for their website. If you (or anyone you know) fits the bill, please write to Ms. Jaya Joshi at pro@iitb.ac.in (cced).
Recruitment of Web Content Writer
We are looking for a web content writer for IIT Bombay's new website.
The prospective candidate must:
• be of 24-28 years of age
• have basic web skills, 3-4 years work experience in a web/ media company and should know how to work on Drupal (or similar)
• be a graduate with good command of English language
• have a flair for writing and an ability to work in a team with good communication skills
The appointment will be on contract basis for a period of three months in Mumbai. Eligible candidates may be reviewed for an annual contract.
Those with suitable qualification and experience must send their cv to pro@iitb.ac.in by May 10, 2012.

Advertising:
To advertise in digital Newsletter
advertisement@designforall.in
Acceptance of advertisement does not mean our endorsement of the products or services by the Design for All Institute of India
News and Views:
Regarding new products or events or seminars/conferences /workshops.
News@designforall.in
Feedback:
Readers are requested to express their views about our newsletter to the Editor
Feedback@designforall.in

Forthcoming Events and Programs:
Editor@designforall.in

The views expressed in the signed articles do not necessarily reflect the official views of the Design for All Institute of India.

Forthcoming Events and Programs:
Editor@designforall.in
The views expressed in the signed articles do not necessarily reflect the official views of the Design for All Institute of India.

Dr. Sherril York

Dr. Jennifer Piatt

Dr. Alison Voight

Kristina Johnson

Ingrid M. Kanics, OTR/L

Address for Correspondence:

13, Lodhi Institutional Area,
Lodhi Road, New Delhi-110 003India.

This Newsletter is published monthly, by
Design for All Institute of India,
3 Lodhi Institutional Area,
Lodhi Road,
New Delhi-110 003 (INDIA)
Tel: +91-11-27853470

E-Mail: newsletter@designforall.in
Website: www.designforall.in

(Cover Design: Design For All Institute of India
Photo Courtesy: National Centre on Accessibility)