
Creating Accessible Content | Student Stories

We create a lot of digital content, and you may be surprised to learn what formatting and design choices create barriers for some students. You may also be surprised to learn what design choices you already make that support these students.

Over the next 2 pages, I'd like to introduce you to 6 students who will accompany us during our workshop. Some of these students were real Camosun students (*Alisha, Shane*), and some are fictional students but their stories are based on real experiences (*Diana, Miriam, Ramone and Steven*).

Imagine these 6 students are with us for the workshop, and keep them in mind in all your future design and formatting choices when creating or selecting digital content.

Find more student stories at: UDL4Camosun.opened.ca/student-persona-resources

Persona	Student Story
 Alisha CC BY-NC-ND	Shé:kon, my name is Alisha. I'm Kanien'kehá:ka, (Mohawk) through my father and Irish/Danish through my mother. I'm in my second year of Indigenous Studies with the eventual goal of becoming a legal scholar advocating for Disability Justice for Indigenous Peoples. Further, I am a student with multiple disabilities including ADHD, Chronic Fatigue, and Dyslexia. If my course reading materials aren't compatible with my accessibility software, I have to have them translated again, which can be frustrating, time consuming and exhausting, adding to the overall cognitive load.
 Shane CC BY-NC-ND	My name is Shane. I'm in the Indigenous Studies Diploma program at Camosun. As a student with physical disabilities, I've faced some challenges in my classes and in accessing services around the college. I use screen-reading software to access print information, but often content is not accessible to a screen-reader or is only available on paper – a format that is completely invisible to me. I ask for different formats every term and any other time I need them, but those take time to produce. When I can't get timely access to the content I need, I get behind in my courses or I completely miss out on critical information that other students can access right away. What I'd really like is just to have access at the same time to the same information that other students get without having to ask for special assistance.
 Diana CC BY-NC-ND	My name is Diana and I am retraining to be a personal coach after I experienced partial vision loss and was unable to continue working as a bus driver. I can read electronic materials using an on- screen magnifier (ZoomText) but after 30 minutes, my eyes fatigue and I get headaches. When this happens, I use ZoomText's screenreader to listen to my reading materials. I am 48 years old and taking many of my classes online. I live with my husband.

Persona	Student Story
	My name is Miriam. I am an international student who has come to Canada to complete a college program in Hospitality Management and improve my English language skills (in both spoken and written form). I met the English-language requirement for my program but I become stressed when in-class discussion moves too quickly or includes a lot of new terminology. I appreciate captions and transcripts when video and audio materials are presented in class, as well as electronic copies of lecture notes in advance of a class. I am living with a Canadian host-family.
	My name is Ramone and I have recently retired after 30 years in my field. As an avid outdoorsman, I've decided to begin my retirement by taking some blended (mixed face- to-face & online) courses in Geography and Environmental Studies through my community college. I have a form of colour-blindness (<i>Deuteranomaly</i>) which makes it difficult for me to distinguish between reds, greens, browns and oranges. I also recently had to get a stronger prescription for my reading glasses. I live with my wife and love visits with my grandchildren.
	My name is Steven and I am an English major who is deaf. I am 23 years old and like the flexibility of taking online classes. I don't have a preference for text-material formats but videos without captions are meaningless for me. When I do take on-campus classes, I use real-time transcription services to access my lectures. I live by myself.