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INTUX PROJECT

Report on survey identifying user needs and expectations

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1 Introduction

The INTUX project is focused on promoting a more inclusive and sustainable approach to user involvement in product development, with a particular focus on ensuring that people with disabilities (PwDs) are included in the development process. To achieve this, the project aims to introduce training on user testing with PwDs into higher education programmes on UX design. This will be carried out through a partnership involving leading European universities, organisations of persons with disabilities, and accessibility experts from the private sector.

However, before the project team can begin developing this training, it is crucial to first understand the needs of people with disabilities when taking part in user involvement exercises. To achieve this, the team conducted a survey to gather information directly from individuals with disabilities and organisations of persons with disabilities. The survey aimed to identify the barriers that prevent people with disabilities from participating in user testing and to determine how these barriers can be addressed to create a more inclusive process.

The survey results will be used to inform the development of the training programme, ensuring that it addresses the specific needs of people with disabilities and provides UX design students and teaching staff with the skills and knowledge they need to carry out inclusive user testing. In addition, the project team will also organise empowerment workshops for people with disabilities, about the importance of their involvement and how to ensure their rights and needs are taken into account during development processes.

By improving the competences of UX design professionals the INTUX project aims to create a more inclusive and accessible environment in product development, leading to better accessibility in products, services, and research. Ultimately, this will help to ensure that people with disabilities are able to fully participate in society, both as consumers and as contributors to the development of new technologies and services.

2 Methodology

The survey was created in cooperation with project partners. The survey was designed to identify the barriers that prevent people with disabilities from participating in user testing and to determine how these barriers can be addressed to create a more inclusive process.

To contribute to General Objective 1 of the project: to establish a learning framework for the development of training course for UX design students in higher education on inclusive and accessible user testing with people with disabilities, most WP2 activities revolved around 4 specific objectives.

The INTUX project first conducted research and analysis on literature related to potential inclusive and accessible user testing for UX design students. A repository document was created and shared online, containing bibliographical references and materials, and all partners contributed to it. The materials identified were found to be relevant for the construction of the different questionnaire sections.

The project also identified best practices in user testing with people with disabilities, both in Europe and internationally. Key takeaways from this research were extracted to inform the INTUX project's approach.

As mentioned above, the questionnaire was a key-tool for achieving the objectives of WP2. The complete text of the survey can be found in the Appendix.

The questionnaire was online, multilingual and anonymous. In addition to specific details related to UX design testing, it also collected demographic information of the respondents (age, gender, education, type of occupation, disability) which proved useful for the analysis of the collected data. The questionnaire contained both open and closed-ended questions.

The questionnaire was meant primarily for distribution in the project partner countries, although reaching other countries is a welcome result.

3 Results

3.1 Demographic profile

The survey received a total of 226 responses from individuals with disabilities. The majority of the respondents were from Slovenia, Spain, Sweden, and Latvia.

3.1.1 Survey language

The survey was available in English, Latvian, Slovenian, Spanish and Swedish languages, that facilitated a high response rate across the project countries. The results of the survey question regarding the countries and languages spoken by participants provide valuable insights into the diverse and widespread interest in user testing among individuals with disabilities. The high representation of participants from Slovenia, Sweden, Spain, and Latvia indicates that the distribution mechanisms for the survey were efficient. Additionally, participation from other countries, such as Austria, Croatia, Cyprus, Czechia, France, Poland, and Slovakia, indicates the global reach and impact of user testing initiatives.

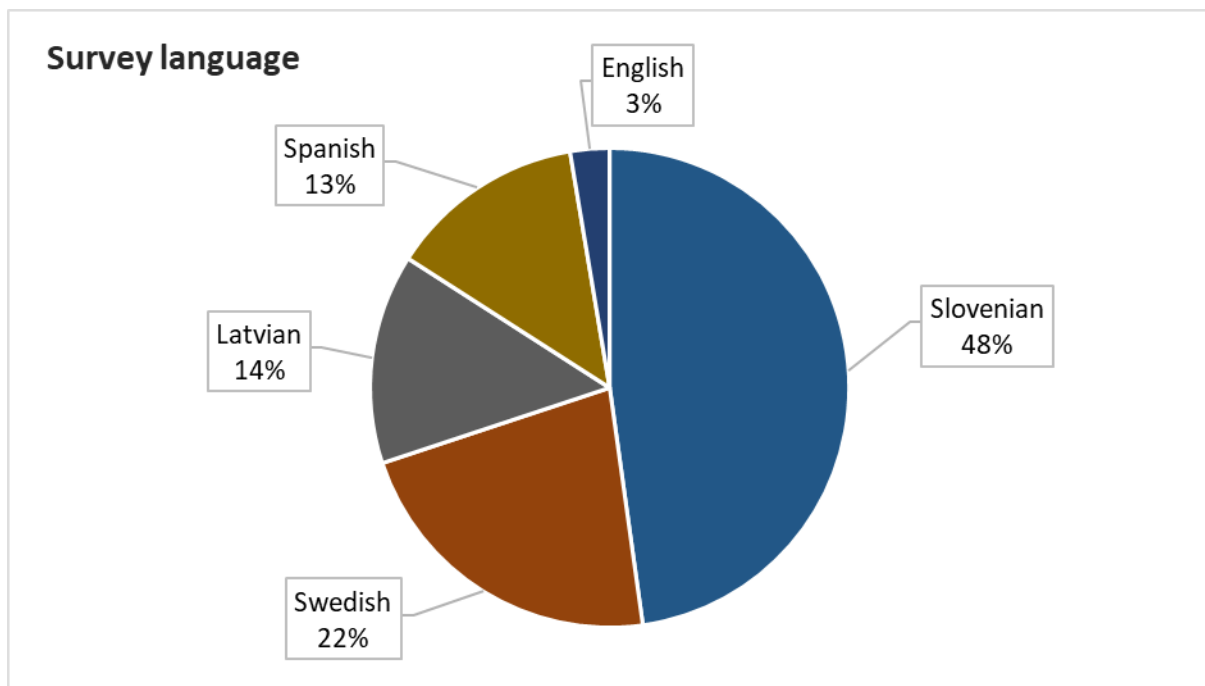


Figure 1. Use of the different survey languages

3.1.2 Gender and age of respondents

There was a higher percentage of female participants than male: the gender distribution was 55% female, 39% male, 1% other, with 5% preferring not to answer.

Regarding the age of the participants,

- 10% were between 18-25 years,
- 10% were between 26-35 years,
- 17% were between 36-45 years,
- 34% between 46-60 years, and

-
- 24% were 60 or more years old;
 - 5% preferred not to answer.

It is important to note the high rate of participation among older adults. This is an important consideration when designing user testing programs and training materials, as it highlights the need to ensure accessibility and inclusivity for older individuals.

It is worth noting that the results of the survey show that there were 54 participants who were 61 years or older. Their participation is quite notable given that this age group is often excluded from discussions related to technology and user testing.

One possible explanation for their interest in participating in the survey could be that they have experienced first-hand the lack of accessibility and inclusivity in technology and products. As they have aged, they may have developed disabilities or impairments that have made it difficult for them to use certain products or access certain services. Therefore, they may be motivated to share their experiences and contribute to making technology more accessible and inclusive for people of all ages and abilities.

Moreover, this age group has a wealth of life experience and knowledge that can be valuable in informing the design of user-friendly products and services. They may have a unique perspective on how technology has evolved over time and what changes need to be made to make it more accessible and inclusive for all. It is important to note that they want to be heard on this topic, and that their experiences and opinions are just as valuable as those of younger participants.

The participation of individuals aged 61 years or older in this survey is important and valuable. They have experienced first-hand the challenges of accessing technology and products, and their input can help ensure that future designs are more accessible and inclusive for people of all ages and abilities. The fact that they want to be heard on this topic is a testament to their interest and dedication to making the world a more accessible and inclusive place.

3.1.3 Education of respondents

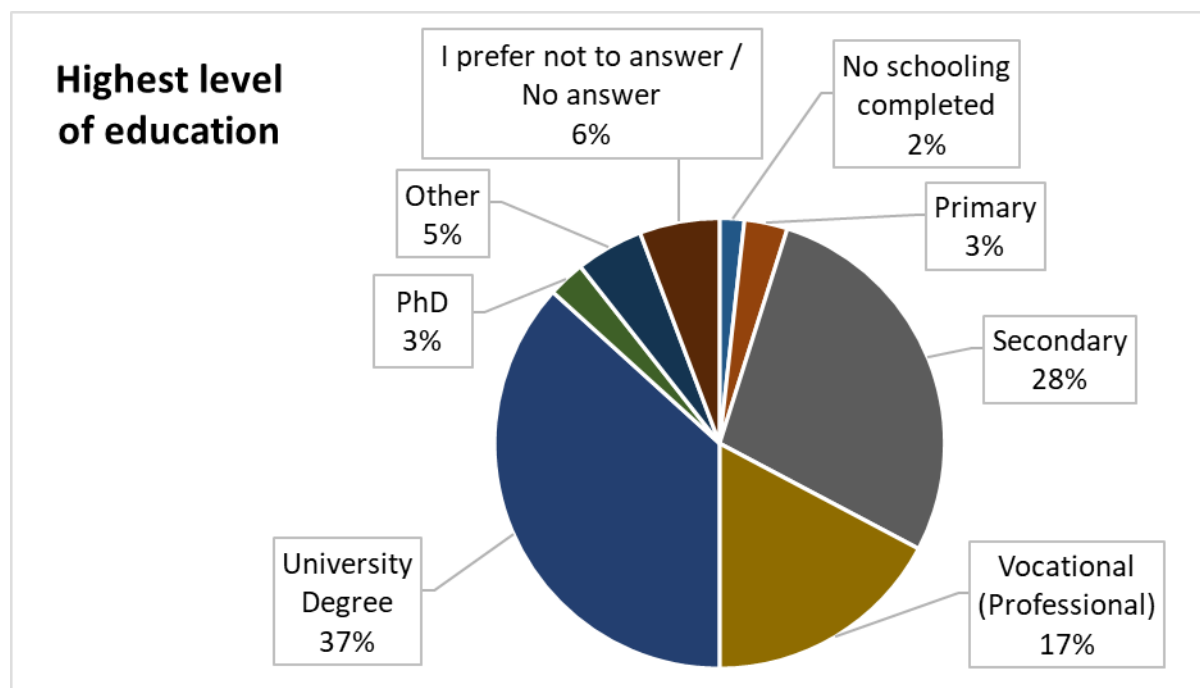


Figure 2. Education of respondents

The distribution of the highest level of education among participants is an important aspect to consider in interpreting the survey results. The majority of respondents (40%) had a university degree or PhD, while 28% had completed secondary education and 17% had completed vocational or professional training. 3% of participants had completed primary education, 2% declared no schooling completed, while 5% reported having “other” levels of education. 6% of participants preferred not to answer this question.

This distribution of education levels among participants shows that the sample is diverse, potentially covering a wide range of user needs and experiences. It is important, as people with disabilities also come from all walks of life and may have a wide range of educational backgrounds. As such, it is important to ensure that user testing and UX design education and training are accessible to people with diverse educational backgrounds and that resources are available to support their participation in these fields.

It is also worth considering how the distribution of education levels may impact the interpretation of the survey results. For example, people with higher levels of education may be more familiar with user testing and UX design and may be more likely to have participated in user testing in the past. On the other hand, people with lower levels of education may face additional barriers to participating in user testing, such as limited access to technology or difficulties with transportation. By taking these factors into account, designers and educators can work to create more inclusive and accessible user testing processes that meet the needs of a wider range of users.

3.1.4 Occupation of respondents

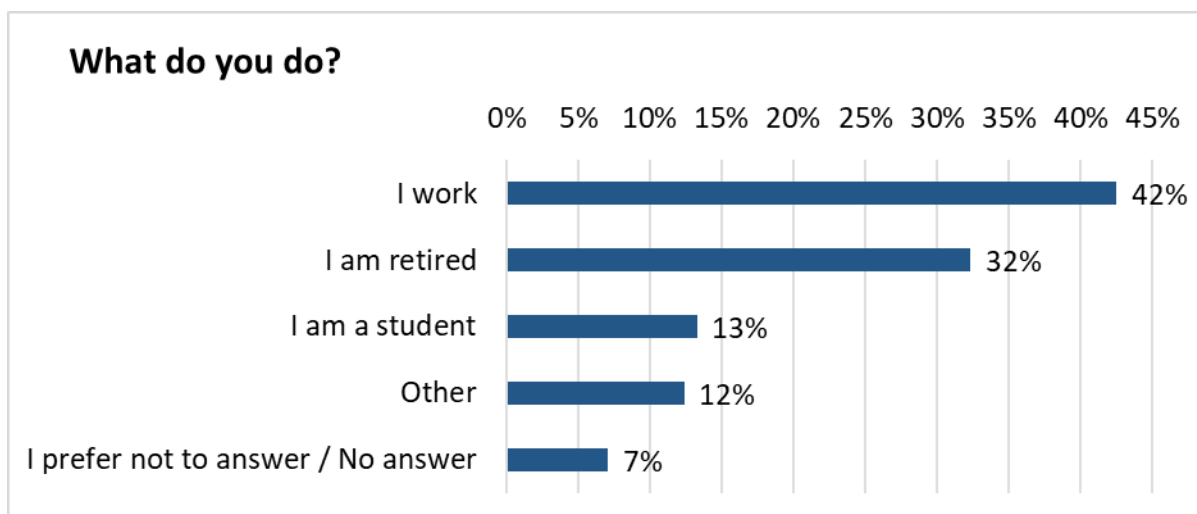


Figure 3. Occupation of respondents

The results regarding the occupation of participants provide insight into the demographics of those who responded to the survey. The largest percentage of participants (42%) reported that they were currently working, while 32% reported that they were retired. This suggests that these individuals with disabilities may have first-hand experience with the accessibility challenges that can arise in the workplace or with leisure products and services. By including them in user testing processes, designers can tap into a wealth of knowledge and experience that might otherwise go untapped.

In terms of other occupations, 13% of participants reported that they were students, while 12% reported “other occupations”, covering disability pension, sick pension/leave, unemployment, part time employment, vocational rehabilitation, volunteer work, self-employment or committing to free arts (writing a book). 7% of participants either did not answer or preferred not to answer this question.

3.1.5 Disability of respondents

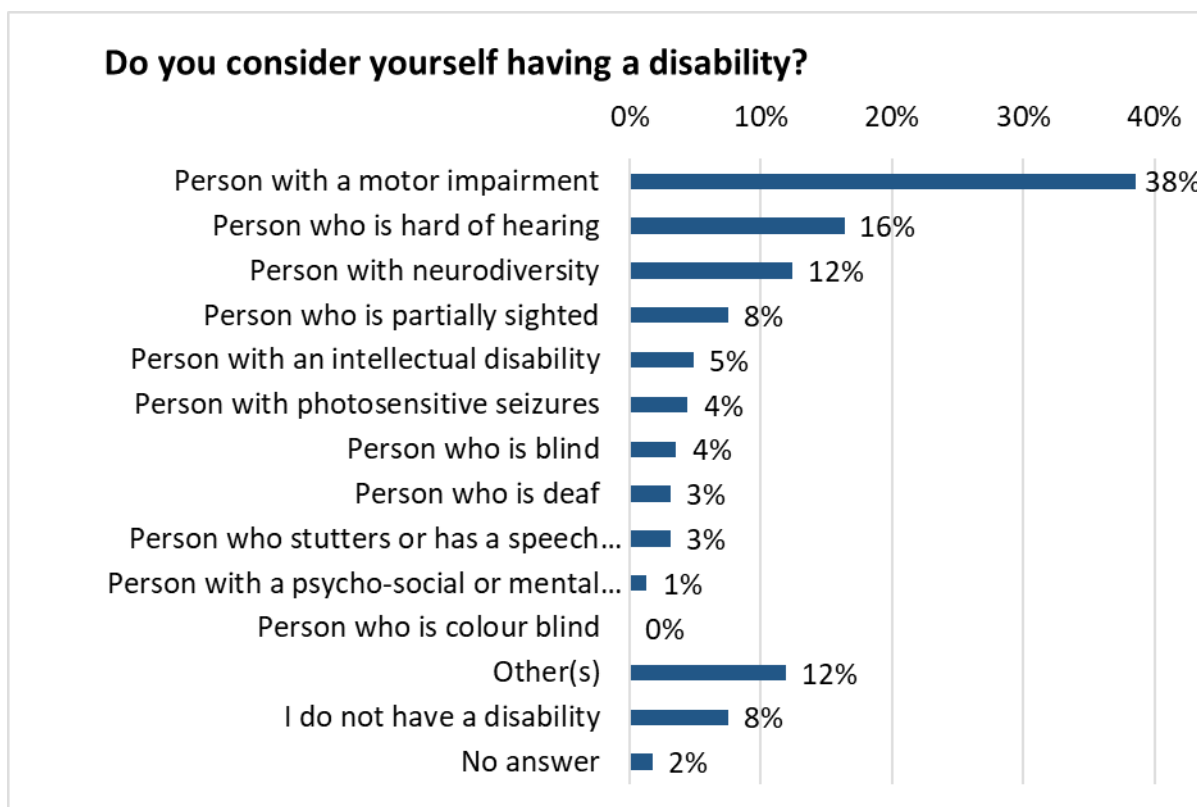


Figure 4. Data about disability of respondents

These results show that 90% or more of the participants have a disability, confirming that the survey reached the right audience. Specifically, 38% of respondents reported having a motor impairment, while 16% reported being hard of hearing and 12% identified as neurodiverse. Other disabilities reported by participants included partial sightedness (8%), intellectual disability (5%), photosensitive seizures (4%), blindness (4%), deafness (3%), stuttering or speech impairment (3%), and psycho-social or mental disorders (1%). 12% referred to other disabilities, 8% stated not having a disability and 2% did not answer.

It is worth noting that self-reporting can be subjective, as some individuals may not feel comfortable disclosing their disability status. Additionally, the survey results may not be representative of the broader population of people with disabilities, as the sample was self-selected and limited to those who had access to and chose to participate in the survey. However, the responses show that the sample is diverse, and so it more likely offers a variety of valuable insights into the experiences and perspectives of individuals with disabilities and can help inform the development of more inclusive and accessible user testing processes.

3.1.6 Use of assistive technology

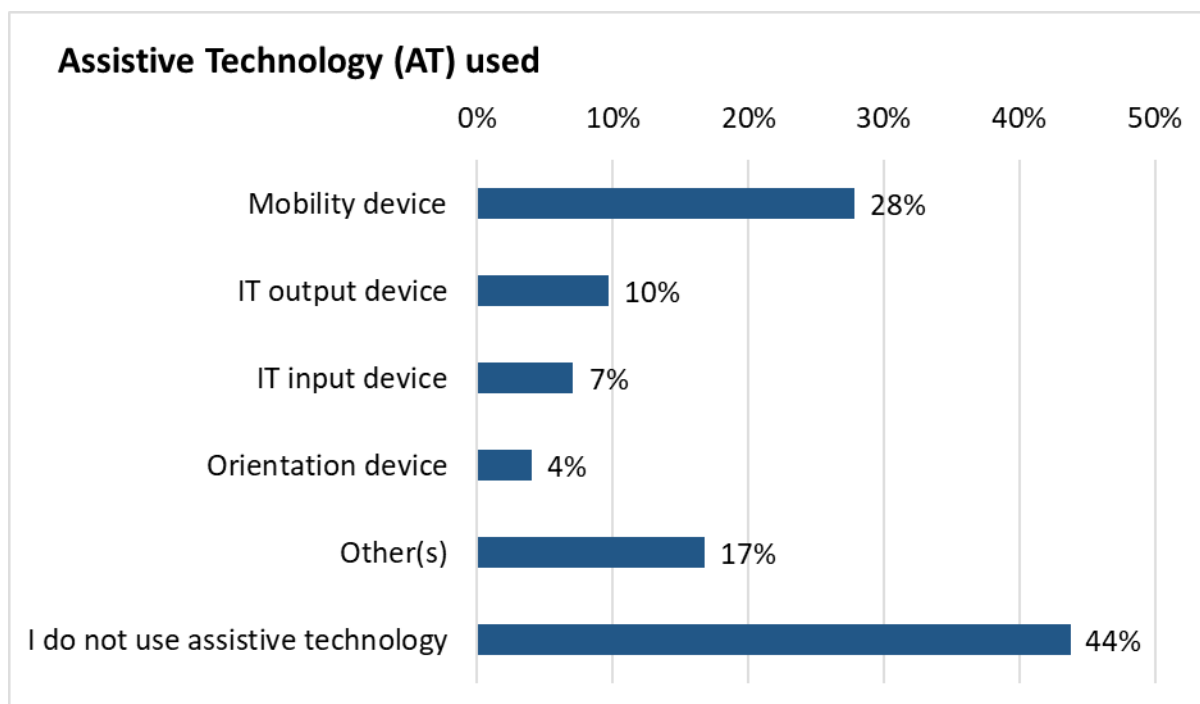


Figure 5. The assistive technology used by participants

The results of the survey also shed light on the assistive technology used by participants. It is noteworthy that 44% of respondents reported not using assistive technology. This finding highlights the need for designers to consider not only users who rely on assistive technology, but also those who may not use it but still have accessibility needs.

Among the participants who reported using assistive technology, the most commonly reported type was mobility devices, which were used by 28% of respondents. This could include wheelchairs, walkers, or other types of devices that assist with mobility. 10% of participants reported using IT output devices, which could include screen readers, magnification, or other tools that help with accessing and interacting with digital content. 7% use IT input devices and 4% orientation devices (e.g. a white cane, a guide dog or a digital navigation device).

Another 17% of participants reported using "other" types of assistive technology, mentioning among others: hearing aids, cochlear implant, hearing loop, streamer, glasses, oxygen concentrator, tablet and other mobile tools for communication, (noise cancelling) headphones, light bell and light fire alarm, vibrating alarm clock, customised car.

The findings related to assistive technology use, beyond showing that the sample is diverse in this aspect as well, also highlight the importance of considering a wide range of accessibility needs in the user testing process. By designing with accessibility in mind and incorporating features that work well with various types of assistive technology, designers can create more inclusive and user-friendly products and services that benefit all users.

3.2 Awareness and participation in user testing

With the next set of questions, the survey investigated the respondents' awareness of user testing and the rate of participation, as well as the respondents' experience with challenges in general, that could be solved by user testing.

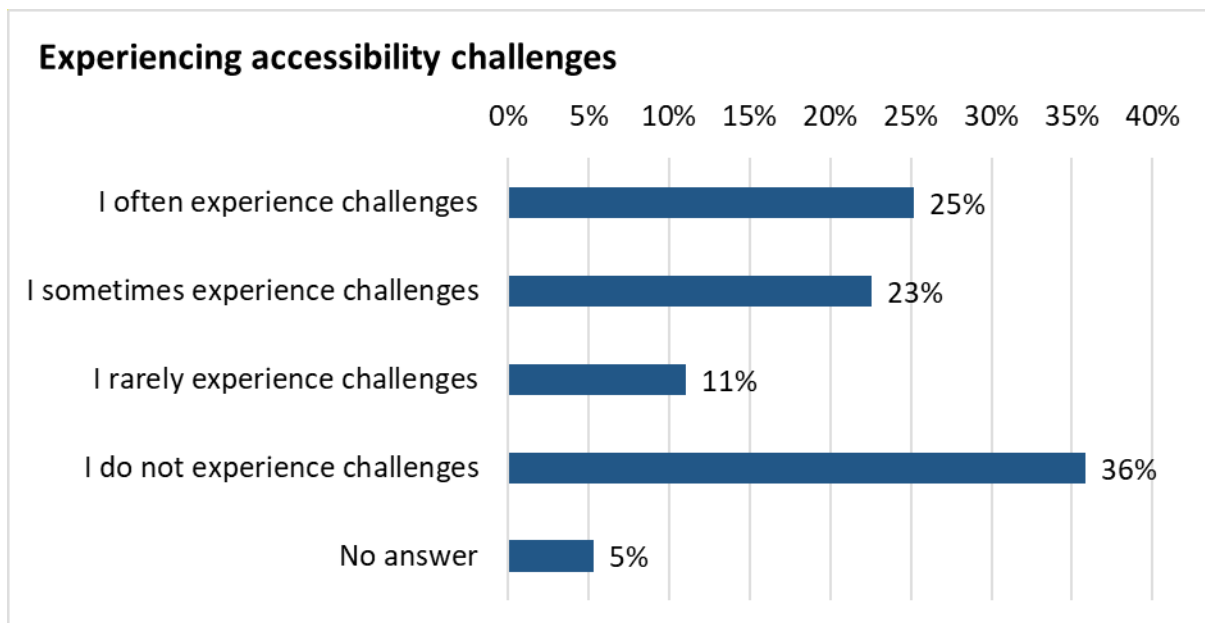


Figure 6. Users experiencing accessibility challenges

Nearly half of the respondents (48%) said that they either sometimes or often face challenges when it comes to the accessibility of the products or services they use. A further 11% rarely and 36% does not experience accessibility challenges at all. 6% did not answer. As accessibility challenges a diverse set of issues is listed: website and mobile app content in general, lack of alternative text for icons, buttons or product pictures, small inscriptions, colour combinations that make text difficult to read, hard to find buttons in elevators, stairs and steps not being visible enough, no route without stairs, insufficient time available when interacting with a software, services that are based on speech, too complex descriptions, captions missing for TV shows or other video content, lack of sign language, bad sound quality of public announcements at airport or train station, only phone contact being offered, etc. These results, again, show the need for inclusive user testing of products and services.

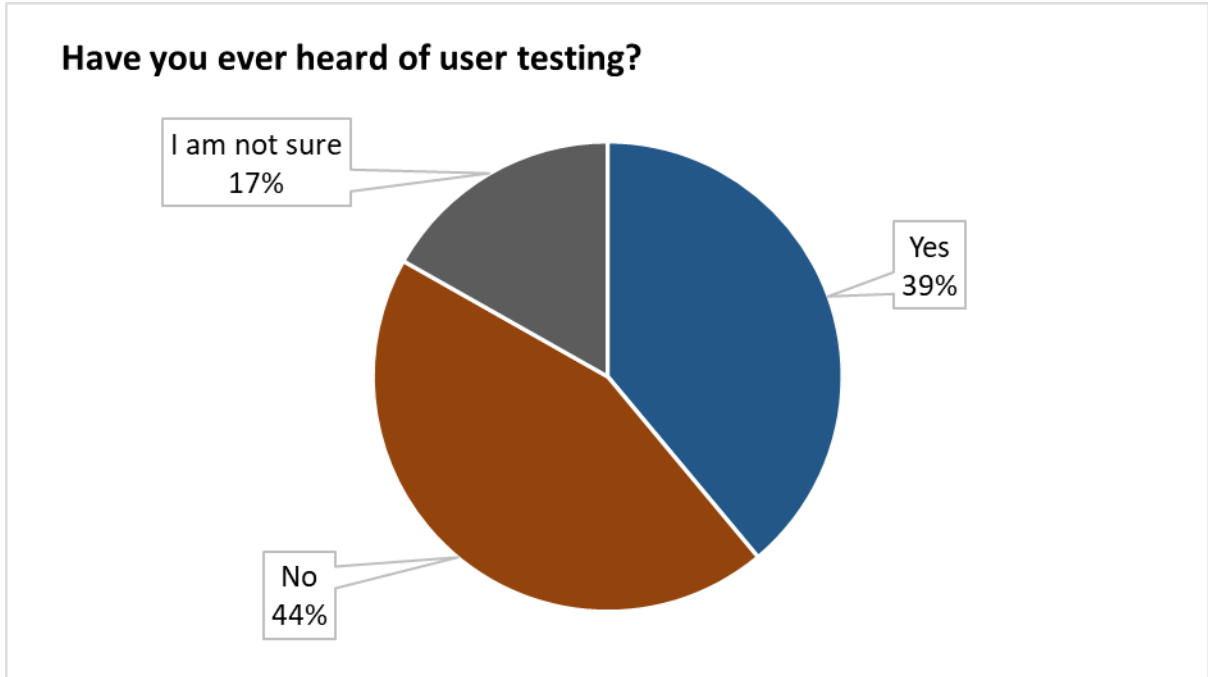


Figure 7. Awareness of user testing

The results of the survey indicate that a significant proportion of participants had not heard of user testing, with 44% of respondents answering no to this question and 39% answering yes. This finding highlights the need to increase awareness and understanding of user testing, particularly among individuals with disabilities who may face unique challenges in using products and services.

The fact that 17% of participants were unsure whether they had heard of user testing or not suggests that there may be a lack of clarity or understanding around this topic. This highlights the need for clear communication and education around user testing, particularly in the context of accessibility and inclusivity.

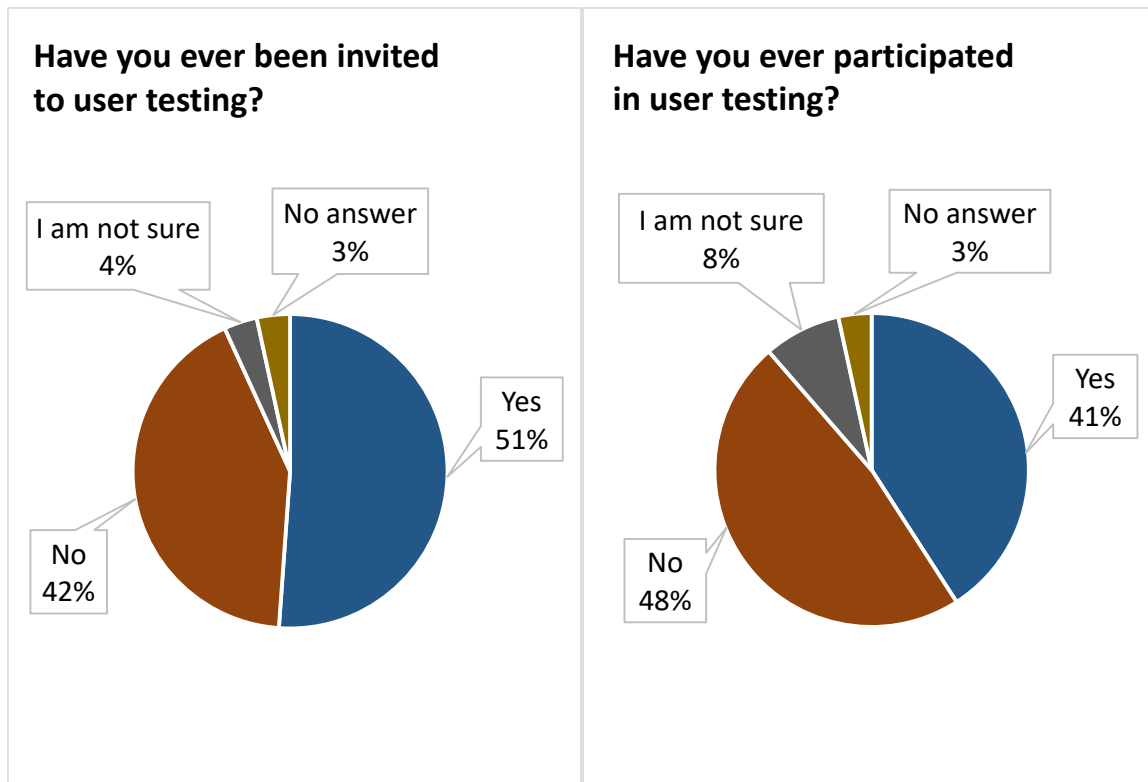


Figure 8. User testing invitation and participation

Among those who had heard of user testing, the majority had been invited to carry out user testing, with 51% answering yes to this question. This is merely 20% of all the respondents. However, it is worth noting that a significant proportion of respondents who had heard of user testing had not been invited to participate, with 42% answering no. (7% were not sure or did not answer.) This finding underscores the need to increase inclusivity in the user testing process and ensure that people with disabilities are actively involved in shaping and improving products and services.

Another question inquired about the actual participation of the respondents. 41% of the respondents that heard of user testing also participated in at least one, 48% have not participated in any, and 11% were not sure or did not answer. This distribution, compared to the distribution of invitations, shows that around 20% of those that were invited, did not participate in user testing.

Overall, the results related to awareness and participation in user testing highlight the need to improve awareness, accessibility and inclusivity in the user testing process, particularly for people with disabilities. By increasing awareness, providing education and training on user testing, and actively involving individuals with disabilities in the process, designers can create more user-friendly and accessible products and services that benefit all users.

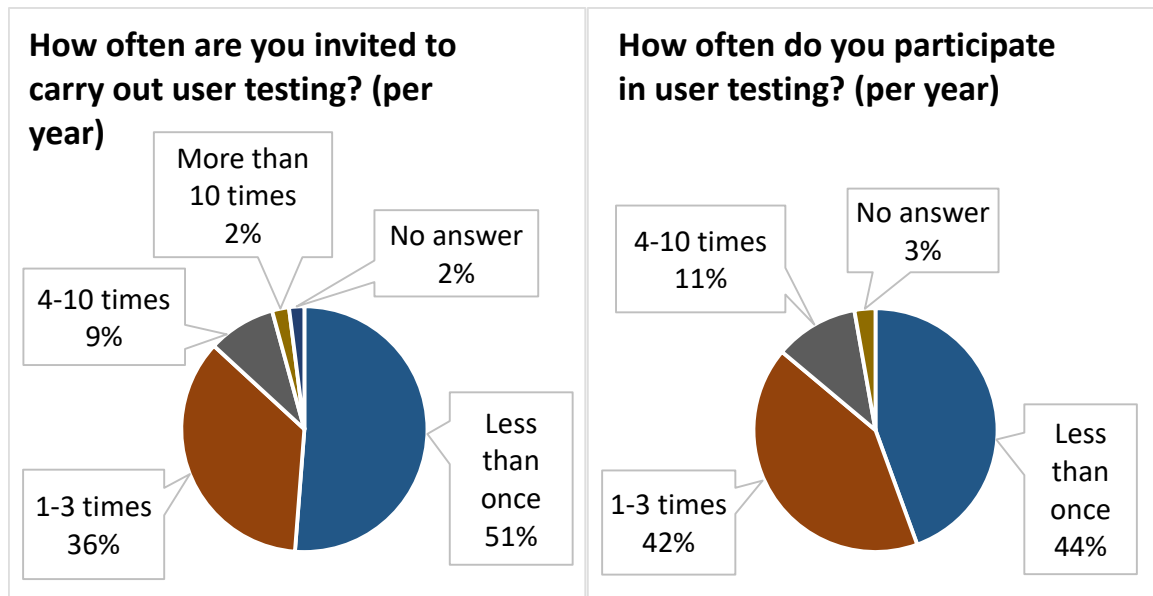


Figure 9. Frequency of invitation and participation

The survey found that the majority of participants who had been invited to user testing received an invitation less than once per year, with 51% of respondents answering in this way. This suggests that there may be a lack of opportunities for individuals to participate in user testing or that the process is not being prioritized as frequently as it should be.

However, 36% of respondents reported being invited 1-3 times per year. Additionally, 11% of respondents reported receiving invitation to user testing 4-10 times per year or more.

As for actually participating, 44% did so less than once per year, 42% 1-3 times per year and 11% 4-10 times per year. Multiple participation is ideal as it makes use of the experience and expertise users with disabilities have, and possibly also help improving user testing skills.

The results related to participation in user testing suggest that there is room for improvement in the prioritization of user testing in the design process. By increasing the involvement of persons with disabilities in user testing, designers can more effectively address the diversity of user needs and ensure that their products and services are accessible and inclusive.

3.3 Organisation of user testing

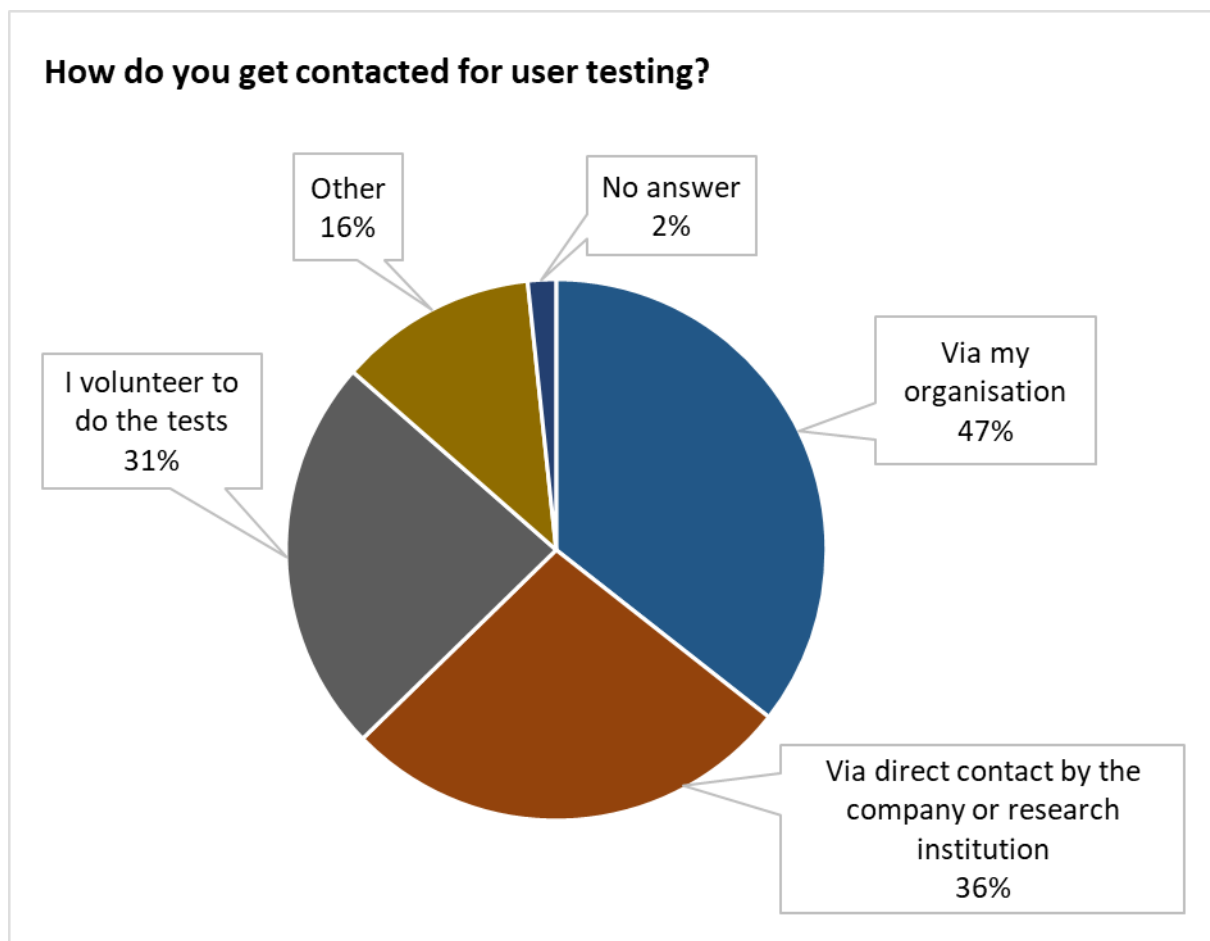


Figure 10. Contacting the user

Of the respondents that have been invited to do user testing, 47% were invited by their organisation, 36% via direct contact by the company or research institution, and 31% volunteered. 16% were contacted in other ways, including receiving invitation through their family and friends, from local government or via advertising. (2% did not answer.)

These results show that organisations of persons with disabilities are important actors in this regard too, therefore they also need to be well informed about the rights of users and aspect of user testing (e.g. use of own AT, payment, feedback) to be able to ask the right questions from the companies behind user testing.

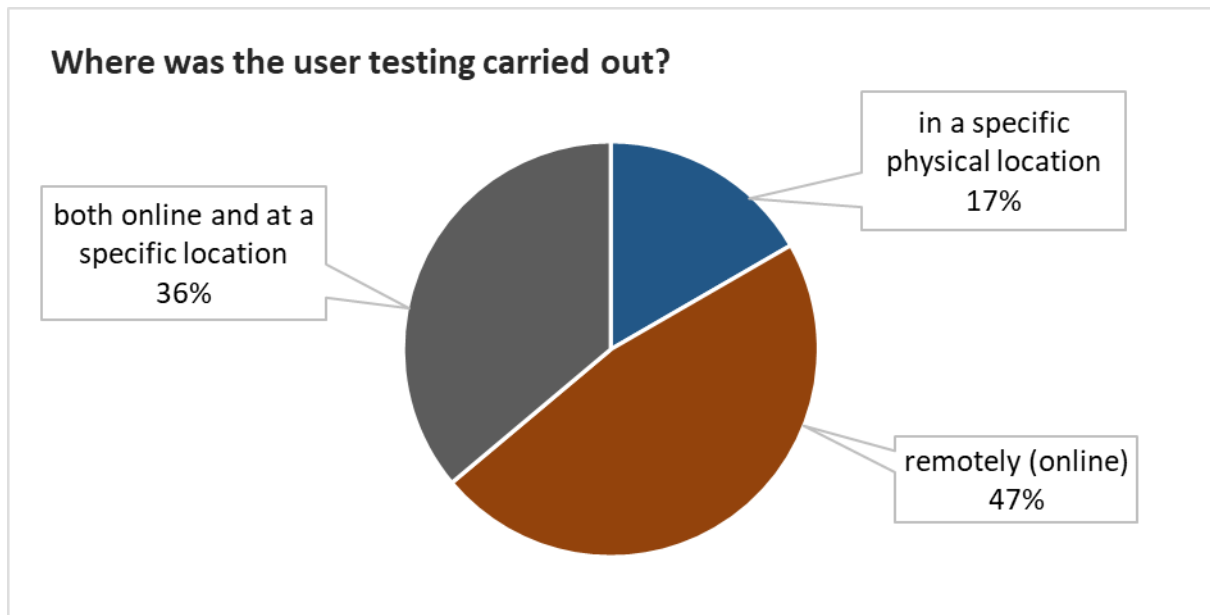


Figure 11. Location of user testing

17% of the participants carried out user testing in a specific physical location (possibly with the need to travel there), 47% carried out testing online, and 36% have experience with both. An important takeaway is that, when teaching about user testing, both online and in-person scenarios need to be taken into consideration, as well as the aspects involved in travelling to the location of the testing.

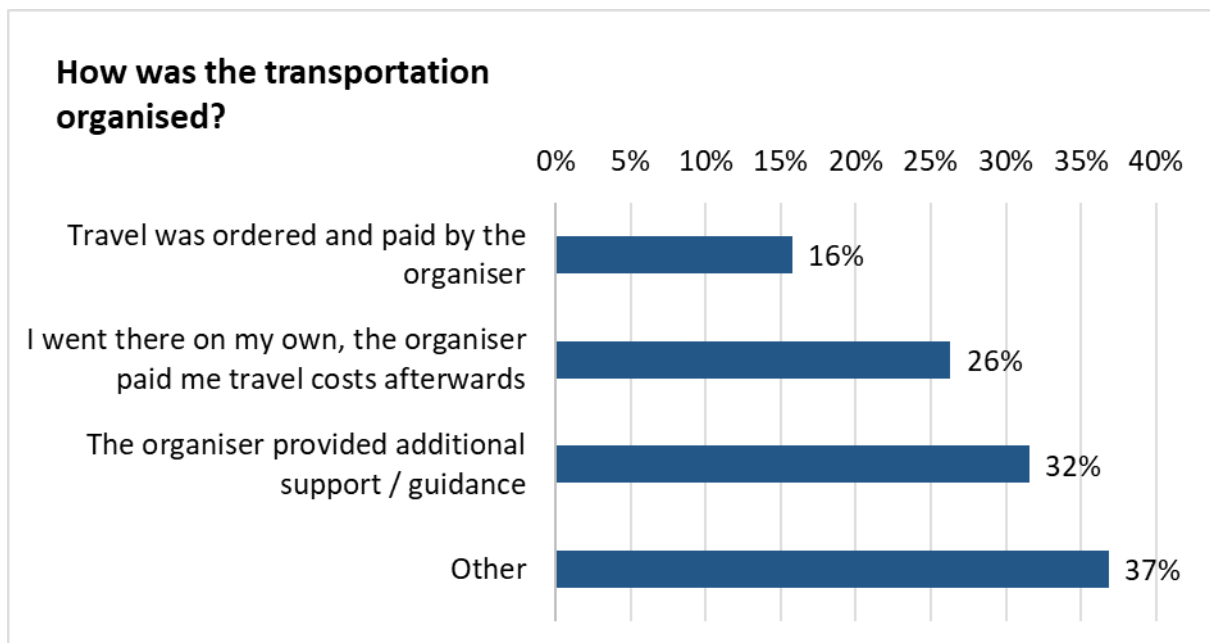


Figure 12. Logistics in conducting the study

The transportation arrangements for user testing are an important consideration, especially for participants with disabilities who may require additional support to attend the testing location. Among those, who participated in user testing in a specific location and answered this question, for 16% the travel was ordered and paid by the organiser. This suggests that

some organizers are accommodating the transportation needs of participants and taking steps to ensure that all individuals can participate in user testing regardless of their location or transportation needs.

26% of the respondents did the travel arrangements themselves, and got reimbursed afterwards, and for 32% of the respondents the organiser provided additional support or guidance. 37% of the respondents reported other arrangements, meaning that they had a special form of reimbursement, that the tester came to the premises, or in too many cases that the users organised the travel for themselves and paid for it. This highlights the need for organizers to consider the transportation needs of participants and work with them to provide suitable arrangements that enable their attendance at user testing sessions, and that users are reimbursed.

Overall, the transportation arrangements for user testing should be considered as an essential component of the testing process to ensure that all individuals, regardless of their transportation needs, have equal opportunities to participate. By working with participants to provide suitable transportation arrangements, organizers can improve the inclusivity of the testing process and obtain more accurate feedback from a diverse range of users.

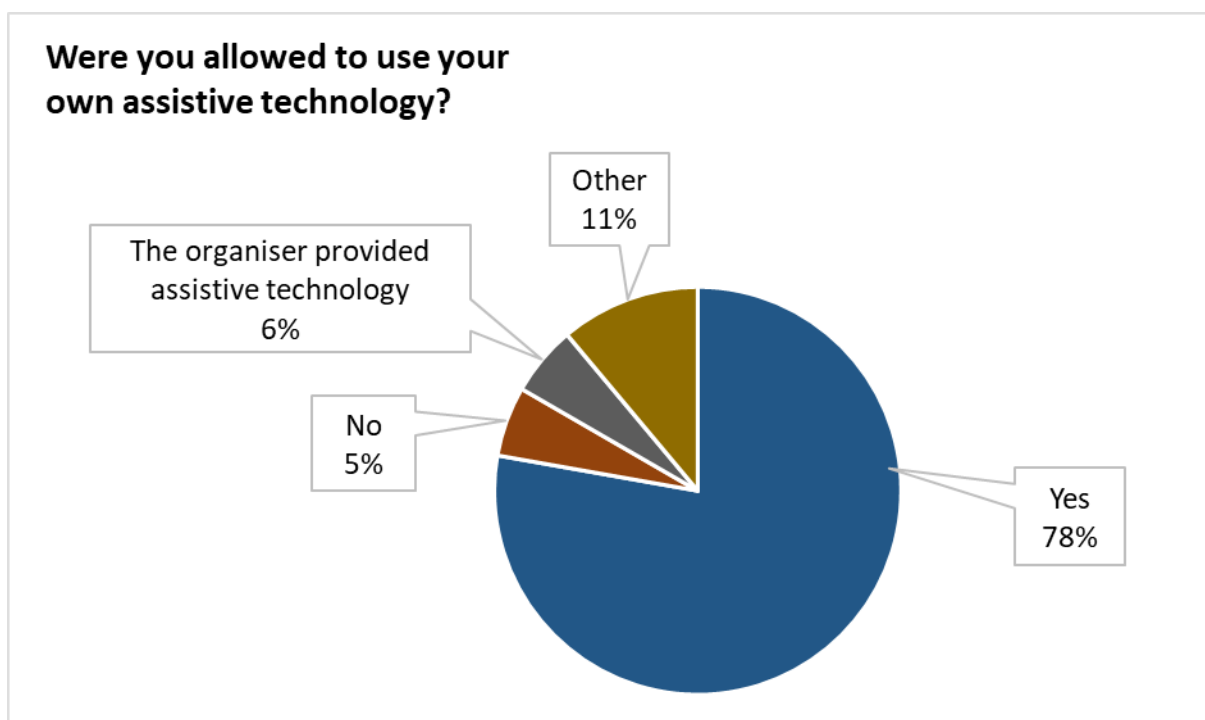


Figure 13. Using personal assistive technology

The use of personal assistive technology can be crucial for individuals with disabilities to participate in user testing. The survey found that a majority of participants, 78%, reported that they were allowed to use their own assistive technology during user testing. This is a positive result as it suggests that organizers are recognizing the importance of personal assistive technology for participants and accommodating their needs. On the other hand, 5% responded that they were not allowed to use their own assistive technology.

However, it is important to note that another small percentage of participants, 6%, reported that the organizer provided assistive technology. This can mean that some organizers are taking steps to provide assistive technology for participants who may not have their own, which is a positive development in improving the inclusivity of user testing.

In conclusion, the use of personal assistive technology should be considered as an essential component of the user testing process to ensure that all participants have equal opportunities to participate. By accommodating the use of personal assistive technology and providing additional technology where necessary, organizers can improve the accessibility and inclusivity of user testing for individuals with disabilities.

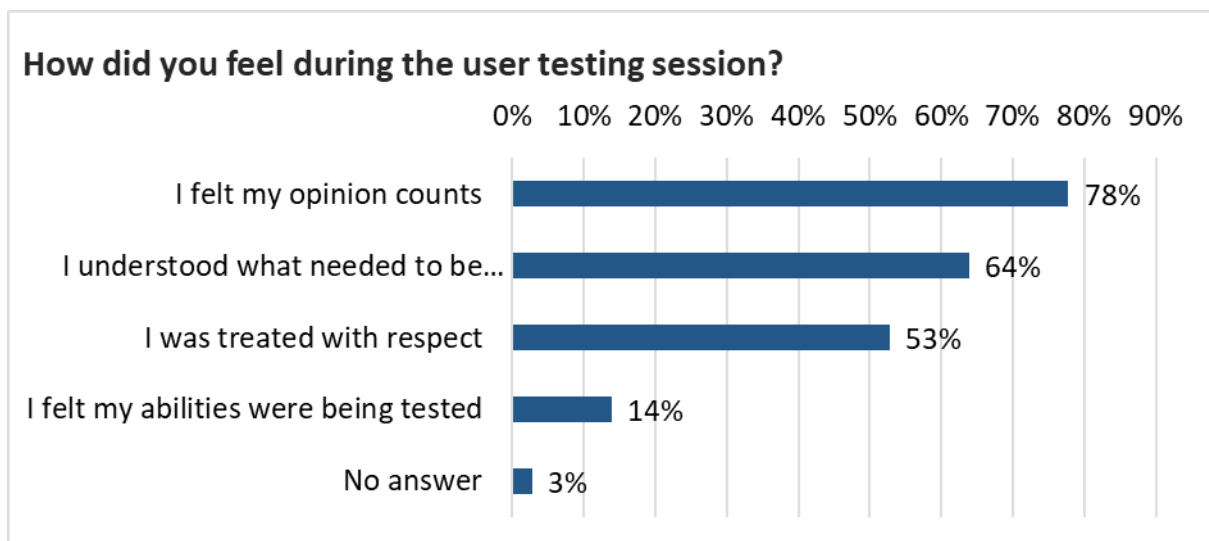


Figure 14. Emotional experience of the participants

The emotional experience of participants during user testing is an important aspect to consider as it can impact their willingness to participate in future sessions. The survey found that a majority of participants, 78%, reported feeling that their opinions counted during the user testing session. This is a positive result as it suggests that participants felt that their input was valued and that their feedback was being listened to and taken into account.

Additionally, 64% of participants reported that they understood what needed to be done and that the instructions were clear to them. Clear instructions and understanding of the task at hand are important for participants to be able to provide meaningful feedback on the product or service being tested.

However, it is important to note that only 53% of participants reported feeling that they were treated with respect during the user testing session. This suggests that there is room for improvement in how organizers and other participants interact with individuals with disabilities during user testing sessions to ensure that everyone feels valued and respected.

14% of the respondents felt that their abilities were tested. This underlines the importance of clarifying with the users that the testing is solely focusing on the product or service, and having issues with engaging with those is not reflecting on the user; it indicates the room for improvement for the product or service being tested. It is important that organisers take

time to make sure, users understand and believe this, otherwise it can influence the results of the testing.

In conclusion, the emotional experience of participants during user testing is important and should be taken into consideration to improve the inclusivity and accessibility of user testing for individuals with disabilities. By ensuring that participants feel that their opinions are valued, instructions are clear, they are treated with respect and know that they are not being tested or judged, organizers can create a positive experience for participants and encourage future participation.

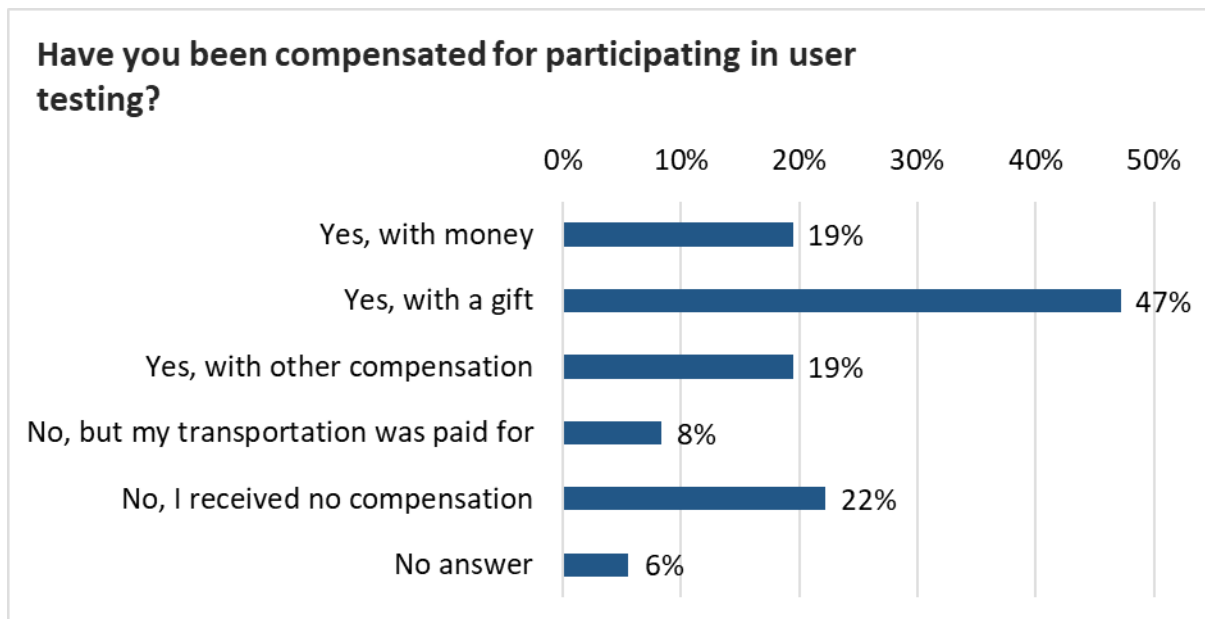


Figure 15. Compensation for user testing participation

During the survey, participants were asked whether they had been compensated for their participation in user testing. The majority of respondents (47%) received a gift as compensation, indicating that companies may find it useful to offer tangible incentives to participants. While only 19% of respondents reported receiving money as compensation, it is still a significant percentage and highlights the importance of offering financial incentives to participants.

Another interesting finding was that 19% of respondents reported receiving other forms of compensation, suggesting that companies sometimes try to be creative in their compensation strategies. These include gift cards, promotional give aways, sweets, etc. Notably, a small percentage of respondents (8%) reported that only their transportation costs were covered. Finally, 22% responded that they did not receive any compensation.

These results show that some companies do not consider it important to pay for testers or use low-cost alternatives. Also, together with the comments provided by the respondents regarding compensation, the results suggest that companies conducting user testing should consider a variety of compensation options to ensure that participants feel valued and fairly compensated for their time and effort. By offering a range of compensation options,

companies may be able to attract a diverse group of participants and gather more valuable feedback during the user testing process.

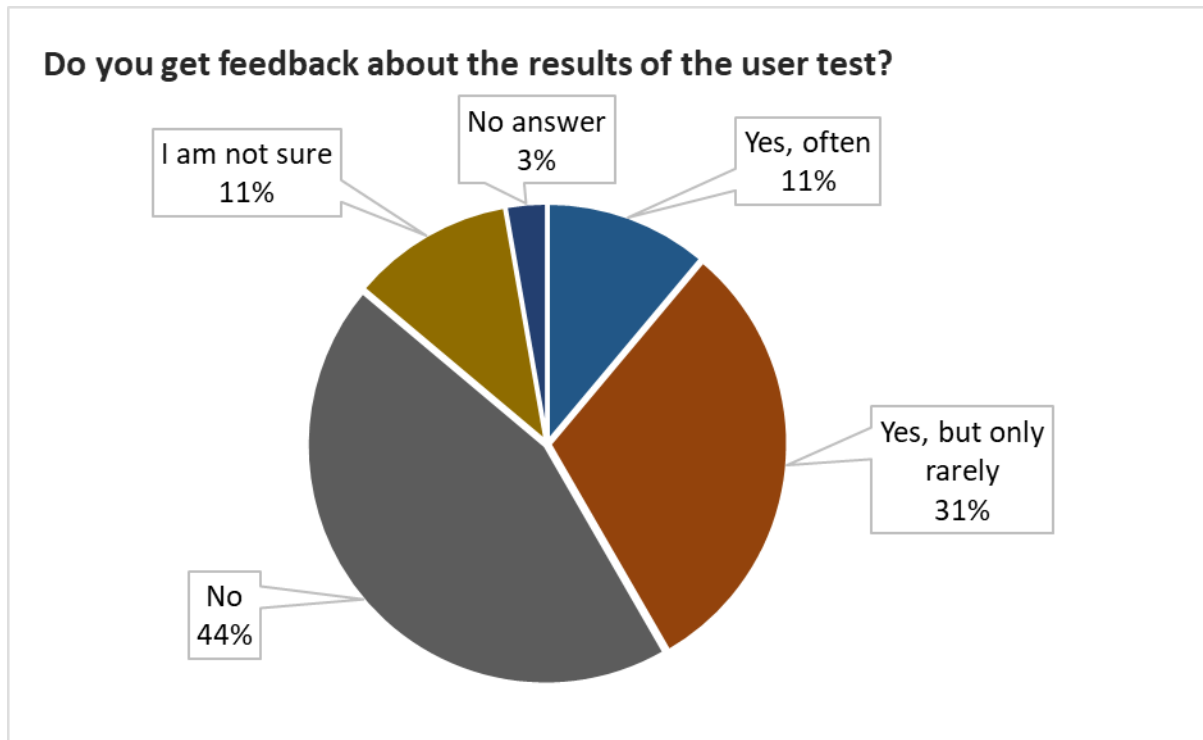


Figure 16. Receiving feedback, experience of participants and their expectations

One of the important elements of user testing is to receive feedback on the results of the test. However, in the survey conducted on this topic, it was found that a majority of the respondents did not receive feedback on the results of the user test. A staggering 44% of the respondents reported that they never received feedback, while 31% said they received it rarely. Only a small percentage of 11% of the respondents reported receiving feedback often. 11% were not sure and 3% did not answer.

This is an alarming finding as feedback is essential for participants to learn about the value of their contribution and to improve their skills for future testing. The lack of feedback may also lead to frustration and disengagement, causing participants to lose interest in participating in future user testing.

It is important for companies conducting user testing to consider providing feedback to participants on the test results, as this will help to improve their experience and ensure that they feel valued for their time and effort. It can also lead to better quality user testing and ultimately better products for consumers.

3.4 Experience and expectations of the participants of user testing

Experience of the participation in the user testing refers to the feedback and insights shared by participants who have taken part in user testing. This includes their impressions of the product or service being tested, any challenges they faced during the testing process, and their suggestions for improvement.

3.4.1 Positive experience

During the user testing survey, participants were asked to share their experiences, both positive and negative, in regards to the testing process. The results showed that there were several factors that contributed to a positive user testing experience. One of the most important factors was the friendly attitude of the instructor, who made the user feel comfortable and not rushed during the testing process. Additionally, clear and concise instructions and a well-prepared setup were also highlighted as key components of a good testing experience.

Another important aspect of a positive user testing experience was good time estimation, as well as assistance with transportation to the testing location. Users also appreciated being able to learn from the test and feeling like they were contributing to the improvement of a product or service, especially in terms of accessibility.

3.4.2 Negative experience

On the other hand, users also shared their negative experiences during user testing. Being stuck or feeling unappreciated if answers were missing were reported as frustrating experiences. Additionally, users highlighted instances where the instructor lacked disability awareness or experience, such as speaking too quickly or not understanding the user's needs. A stressful environment and poorly prepared test, where the questions were not understandable or unclear, were also cited as negative factors.

Companies conducting user testing should take into account these factors when designing and implementing user testing programs, and make efforts to create a positive and inclusive testing experience for all participants.

3.4.3 User expectations

User expectations are an essential aspect of user testing. In the survey, both respondents that participated and those that had not participated in user testing were asked about what they expect from user testing. The results showed that users emphasized the importance of good instructions and an accessible test setup. They also highlighted the need for a positive attitude from the instructor and a well-prepared test that takes into consideration the user's preferences. Users expressed the desire for their contributions to be taken seriously and to have a positive impact, particularly regarding accessibility improvement in services and products. They also expressed the hope that user testing could influence accessibility awareness and knowledge. Other important aspects that users mentioned include simplification, innovation, learning new things, and compensation. The responses showed no significant difference between users with and without testing experience. These results indicate that for user testing to be successful, organizers need to prioritize clear instructions, accessible setup, and positive attitudes towards participants, while also taking into account user preferences and expectations.

3.5 Overall approach to user testing

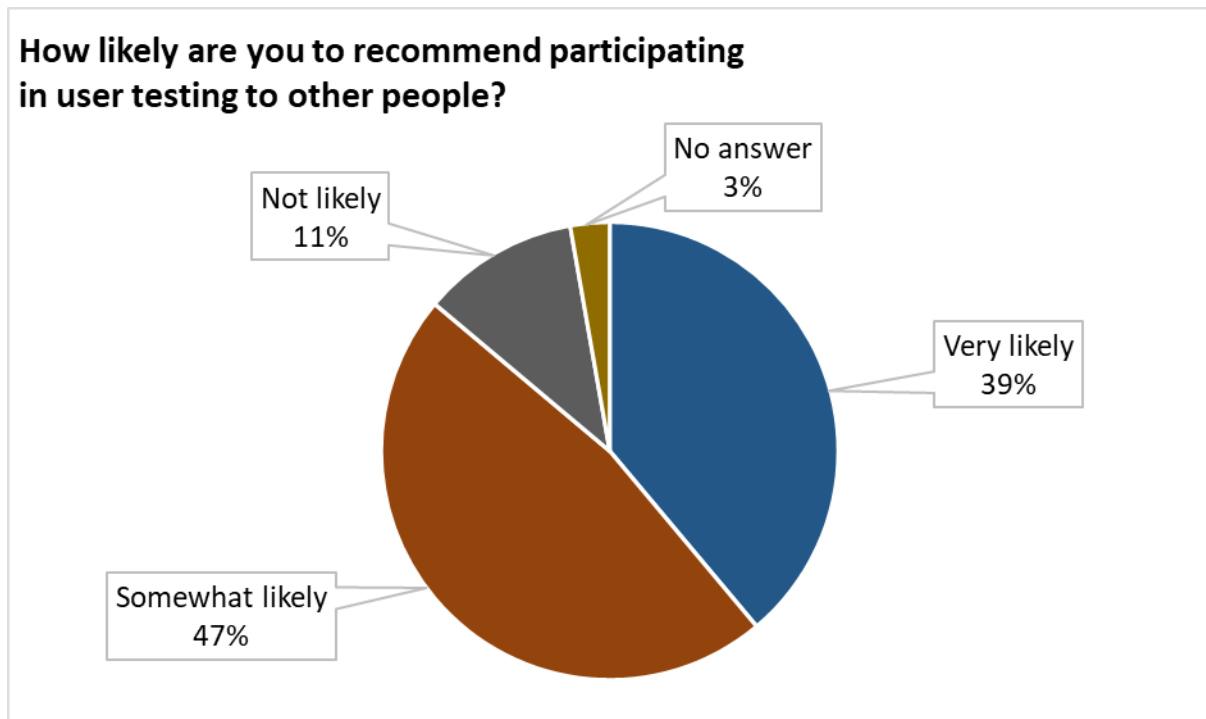


Figure 17. Willingness to recommend participation to others

The majority of the respondents that had participated in user testing before reported that they were somewhat likely to recommend it (47%), while 39% reported that they were very likely to recommend it. A smaller percentage (11%) reported that they were not likely to recommend it. These results suggest that overall, participants had a positive experience with user testing and feel that it is a valuable way to contribute to improving products and services. (3% did not respond.)

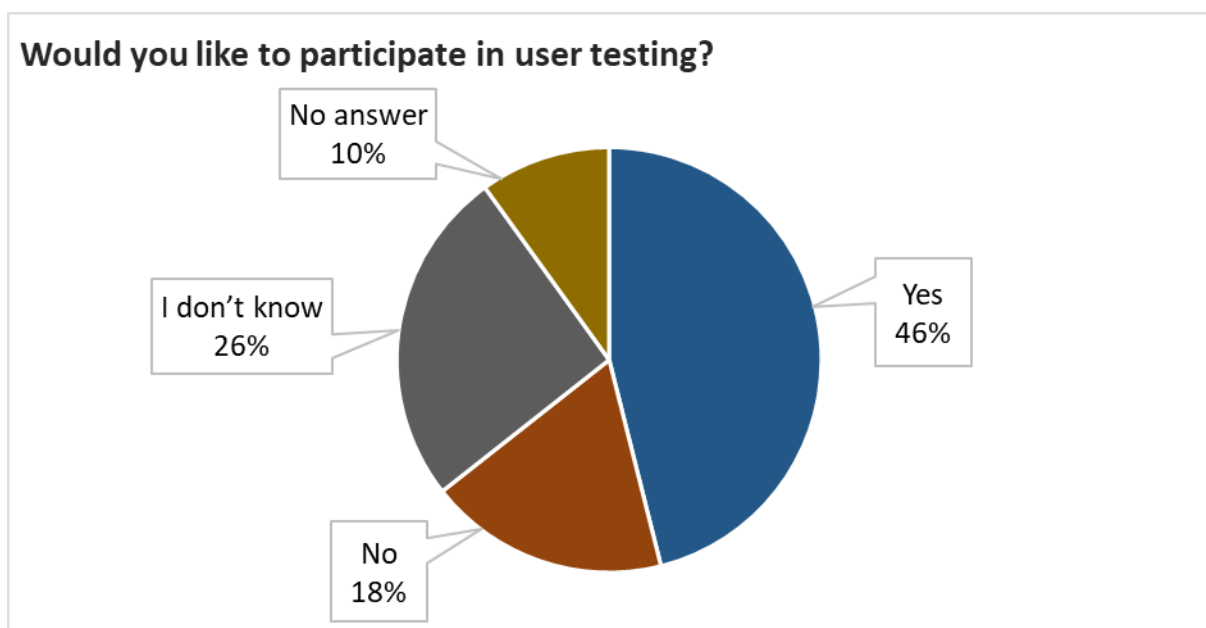


Figure 18. The willingness to participate in future user testing

According to the survey, among the participants that had not participated in user testing before, nearly half (46%) expressed their interest in participating, while 18% stated that they would not like to participate. 26% did not know and 10% did not answer. These results suggest that there is a significant interest among users to contribute to the development and improvement of products and services through user testing. Companies and organizations can take advantage of this interest and engage with potential testers to ensure that their products and services are accessible and meet the needs of their target audience. Additionally, it is important for companies to consider the concerns of those who are not interested in participating and find alternative methods to gather feedback and insights.

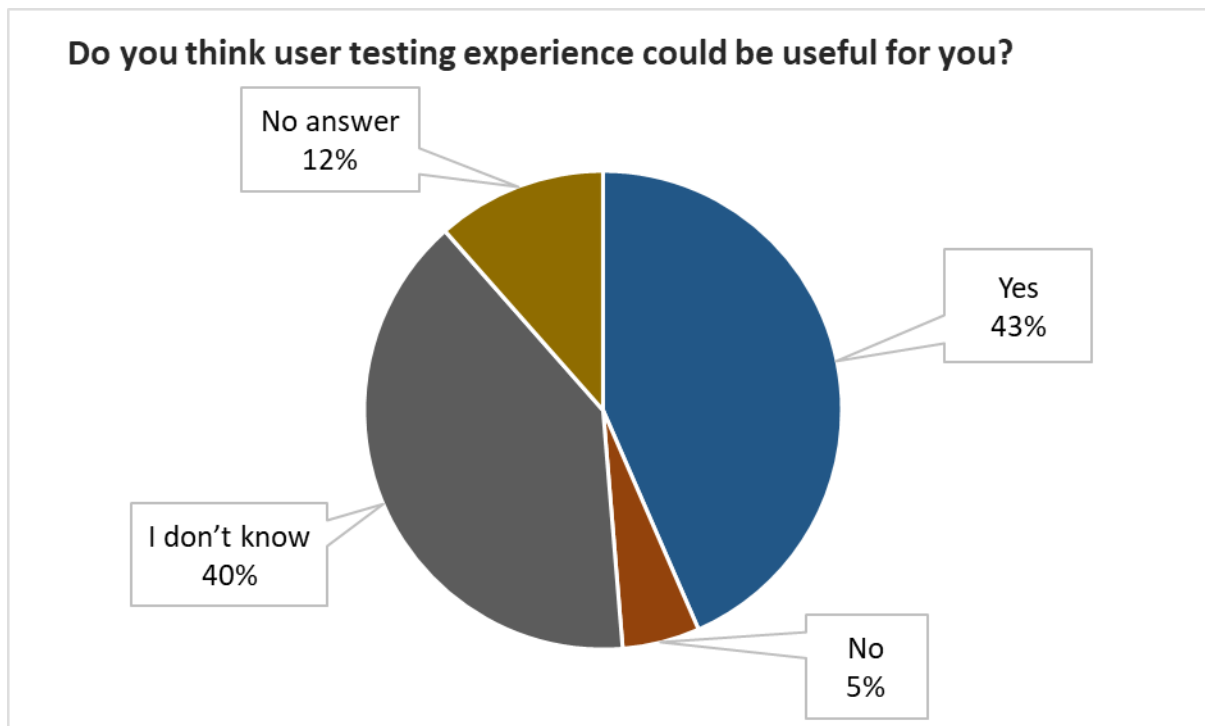


Figure 19. Perceived usefulness of user testing experience

The survey asked respondents that had not participated in user testing before whether they believed that the user testing experience could be useful for them. Close to half of the respondents (43%) answered positively, indicating that they saw value in participating in user testing. Only a small percentage of respondents (5%) did not believe that user testing could be useful for them. 40% did not know and 12% did not answer. These results suggest that user testing has the potential to be a valuable experience for individuals across various demographics and backgrounds, with the majority of the respondents expressing a willingness to participate.

4 Conclusion

1. The results of the survey highlight the need for greater awareness and training on user testing with individuals with disabilities in UX design and related higher education programs. By increasing access and opportunities for individuals with disabilities to participate in user testing and improving the inclusivity and accessibility of testing environments, organizers can create a more diverse and representative testing pool. This, in turn, can lead to the creation of more accessible and inclusive products and services for all users.
2. The survey results clearly indicate that many participants do not use assistive technology. This highlights the need for UX professionals and product developers to consider a wider range of accessibility needs when designing and testing products and services. By taking into account the needs of users who may not rely on assistive technology, designers can create more inclusive and accessible products that benefit a larger group of users.
3. The majority of those participating in user testing reported participating less than once per year. Designers should prioritize regular user testing to address more effectively the needs of users and ensure that their products and services are accessible and inclusive.
4. The transportation arrangements for user testing and the use of personal assistive technology are critical considerations to ensure the inclusivity of user testing for individuals with disabilities. By accommodating the use of personal assistive technology and providing transportation arrangements where necessary, organizers can improve the accessibility and inclusivity of user testing for individuals with disabilities.
5. Organisers should take steps to improve the emotional experience of participants during user testing, by providing clear instructions and promoting a culture of respect and inclusivity. By creating a positive emotional experience for participants, organisers can encourage future participation and obtain more accurate feedback from a diverse range of users.
6. The results of the survey emphasize the importance of compensation in user testing, and only a small percentage of participants reported receiving no compensation. Companies conducting user testing should consider a variety of compensation options, including gifts, monetary compensation, and transportation coverage, to ensure that participants feel valued and fairly compensated for their time and effort. By offering attractive compensation options, companies can attract a diverse group of participants and gather more valuable feedback during the user testing process.
7. The results of the user testing survey highlight the importance of providing feedback to participants on their performance during testing. With the majority of participants reporting that they never received feedback, companies conducting user testing must prioritize feedback as an essential component of the testing process. This can

lead to a better user testing experience for participants and ultimately lead to better products and services for consumers.

8. To create a positive and inclusive user testing experience, companies should consider the factors that contribute to a positive testing experience, such as a friendly attitude from instructors, clear and concise instructions, and a well-prepared test setup. Additionally, companies must take into account user expectations for user testing, such as accessibility, impact, and compensation. By prioritizing these factors and addressing negative experiences, companies can create a more effective user testing program that benefits both the company and the participants.
9. The survey results indicate that the majority of participants had a positive experience with user testing and are likely to recommend it to others. This suggests that user testing can be an effective way for companies to gather valuable feedback and improve their products and services.
10. Based on the survey results, it can be concluded that there is a significant potential for user testing to provide value to individuals across various demographics and backgrounds. With almost half of the respondents indicating that they believed user testing could be useful for them, companies and organisations can leverage this interest and engagement to gather valuable feedback and insights to improve their products and services.

Appendix

INTUX Survey on user testing

Introduction

We would like to learn more about the needs and expectations of users participating in user testing. Do you want to help us?

With funding from the European Commission, the INTUX project aims to create teaching material about how to do user testing with persons with disabilities. This would help making products and services more accessible. You can read more about the project at: <https://funka.com/en/intux>

Completing this questionnaire usually takes around 10 minutes.

You are welcome to be anonymous when filling in the survey. However, if you would like to be contacted in relation to the project, be invited to project related events or similar, please provide your email address.

We will treat your responses as strictly confidential and encode them in order to keep your anonymity in future publications and presentations. For more information, please read our short privacy policy at the bottom of the page.

Thank you for your help! Your time and contribution to our research are invaluable.

1) What country do you live in?

- | | | |
|--------------------------------|----------------------------------|-----------------------------------|
| <input type="radio"/> Austria | <input type="radio"/> Germany | <input type="radio"/> Netherlands |
| <input type="radio"/> Belgium | <input type="radio"/> Greece | <input type="radio"/> Poland |
| <input type="radio"/> Bulgaria | <input type="radio"/> Hungary | <input type="radio"/> Portugal |
| <input type="radio"/> Croatia | <input type="radio"/> Iceland | <input type="radio"/> Romania |
| <input type="radio"/> Cyprus | <input type="radio"/> Ireland | <input type="radio"/> Slovakia |
| <input type="radio"/> Czechia | <input type="radio"/> Italy | <input type="radio"/> Slovenia |
| <input type="radio"/> Denmark | <input type="radio"/> Latvia | <input type="radio"/> Spain |
| <input type="radio"/> Estonia | <input type="radio"/> Lithuania | <input type="radio"/> Sweden |
| <input type="radio"/> Finland | <input type="radio"/> Luxembourg | <input type="radio"/> Other |
| <input type="radio"/> France | <input type="radio"/> Malta | |

If Other, please specify:

[free text]

2) Your Email address

You are welcome to be anonymous. However, please, provide your Email if you would like to be contacted in relation to the project. If you provide it, you will also receive a copy of your survey answers and the summary of the survey results.

[free text]

3) How old are you?

- 18-25 years
- 26-35 years
- 36-45 years
- 46-60 years
- 61 years or more
- I prefer not to answer

4) What is your gender?

- Female
- Male
- Other
- I prefer not to answer

5) What is the highest degree or level of school you have completed?

If you are currently enrolled, please, provide the highest degree already received.

- No schooling completed
- Primary
- Secondary
- Vocational (Professional)
- University Degree
- PhD
- Other, please specify: [text field]
- I prefer not to answer

6) What do you do?

You may choose more than one option.

- I work
- I am a student
- I am retired
- Other, please specify: [free text]

-
- I prefer not to answer

7) Do you consider yourself having a disability?

You may choose more than one option.

I am a

- Person who is blind
- Person who is partially sighted
- Person who is colour blind
- Person who is deaf
- Person who is hard of hearing
- Person who stutters or has a speech impairment
- Person with a motor impairment (for example spinal cord injury, a lost or damaged limb, cerebral palsy, muscular dystrophy, multiple sclerosis)
- Person with photosensitive seizures (for example epilepsy)
- Person with an intellectual disability
- Person with neurodiversity (for example autism, ADHD, dyslexia, dyspraxia, Tourette Syndrome)
- Person with a psycho-social or mental disorder
- Other(s), please specify: [free text]
- I do not have a disability

8) Are you using any kind of assistive technology?

You may choose more than one option.

- Mobility device – for example wheelchair, walker. Please describe: [free text]
 - Orientation device – for example white cane, guide dog, digital navigation device. Please describe: [free text]
 - IT input device – for example a special keyboard or mouse, eye-gaze tracker, sip-and-puff, voice input. Please describe: [free text]
 - IT output device – for example screen reader, magnification, reading pen. Please describe: [free text]
 - Other(s) - please specify: [free text]
 - I do not use assistive technology.
-

9) **Do you experience challenges when it comes to accessibility of the products or services you use?**

Please, complete the answer chosen.

- I often experience challenges when using: [free text]
- I sometimes experience challenges when using: [free text]
- I rarely experience challenges when using: [free text]
- I do not experience challenges with accessibility

10) Have you ever heard of user testing?

It is required to answer this question to continue. You will be asked different questions depending on how you answer this one.

User testing is an evaluation method where real users perform activities related to a product or service, and where effectiveness, efficiency and satisfaction are measured.

- Yes
- No
- I am not sure

>> If answer to Q10 is "Yes" (the respondent heard of user testing) >>

11) Have you ever been invited to carry out user testing?

- Yes
- No
- I am not sure

>> If answer to Q11 is "Yes" (the respondent heard of user testing) >>

12) How often are you invited to carry out user testing?

- Less than once per year
- 1-3 times per year
- 4-10 times per year
- More than 10 times per year

>> If answer to Q11 is "Yes" (the respondent heard of user testing) >>

13) How do you get contacted for user testing?

You may choose more than one option.

- Via my organisation
- Via direct contact by the company or research institution
- I volunteer to do the tests

-
- Other, please specify: [free text]

>> *If answer to Q10 is "Yes" (the respondent heard of user testing) >>*

14) Have you ever participated in user testing (with or without invitation)?

It is required to answer this question to continue. You will be asked different questions depending on how you answer this one.

- Yes
- No
- I am not sure

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

15) How often do you participate in user testing?

- Less than once per year
- 1-3 times per year
- 4-10 times per year
- More than 10 times per year

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

16) The user testing was carried out:

- in a specific physical location
- remotely (online)
- both online and at a specific location

>> *If answer to Q16 is "in a specific physical location" or "both online and at a specific location" >>*

17) How was transportation to and from the user testing organised?

You may choose more than one option.

- Travel was ordered and paid by the organiser,
- I went there on my own, and the organiser pays me travel costs afterwards,
- The organiser provided additional support, like help to find the location, providing guidance, meet up at the subway etc.
- Other, please specify: [free text]

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

18) Were you allowed to use your own assistive technology?

- Yes
- No

-
- The organiser provided assistive technology
 - Other, please specify: [free text]

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

19) How did you feel during the user testing session?

You may choose more than one option.

- I felt my opinion counts,
- I was treated with respect,
- I understood what needed to be done/the instructions were clear to me,
- I felt my abilities were being tested.

Please, provide more details, in your own words:

[free text]

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

20) Have you been compensated for participating in user testing?

You may choose more than one option.

- Yes, with money
- Yes, with a gift
- Yes, with other compensation, please specify: [free text]
- No, but my transportation was paid for
- No, I received no compensation

You may provide more details (for example how often you receive compensation, if you agree with the level of compensation, what is your preference etc.):

[free text]

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

21) Are there any questions, perspectives or details that organisers tend to miss when you do user testing?

- Yes
- No

If yes, please specify:

[free text]

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

22) What could organisers improve in general?

[free text]

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

23) Do you get feedback about the results of the user test?

- Yes, often. Please describe how: [free text]
- Yes, but only rarely. Please describe how: [free text]
- No
- I am not sure

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

24) Please, give an example of a good user testing experience and please explain what made you feel satisfied.

[free text]

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

25) Please, give an example of a bad experience and please explain what made you unsatisfied.

[free text]

>> *If answer to Q10 is "No" or "I am not sure" OR answer to Q14 is "No" or "I am not sure" (the respondent has not participated in user testing, or not sure about it) >>*

26) Would you like to participate in user testing?

- Yes
- No
- I don't know

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

27) What are you expecting from user testing?

[free text]

>> *If answer to Q14 is "Yes" (the respondent participated in user testing) >>*

28) How likely are you to recommend participating in user testing to other people?

- Very likely
- Somewhat likely

-
- Not likely

>> If answer to Q10 is "No" or "I am not sure" OR answer to Q14 is "No" or "I am not sure" (the respondent has not participated in user testing, or not sure about it) >>

29) Do you think user testing experience could be useful for you?

- Yes
 - No
 - I don't know
-

Thank you for taking our survey. Your response is very important to us.

If you would be interested in participating in user testing in this project, please, write to [e-mail].

If you provided your e-mail address at the beginning of the survey, you will receive a confirmation e-mail.