

Exploratory Study on UX Design Barriers: Enhancing User Experience for Children with High Functioned Autism Spectrum Disorder on Educational Websites

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Abstract:

The present paper is a study that focuses on the Autism Spectrum Disorder (ASD) current nature of things revolving around improving and customizing the incorporation of the user experience design (UX) on educational websites to individuals with ASD. Specifically, the research emphasizes the necessity of recognizing the specific needs and consequences of the users in this particular group in order to develop more inclusive and user-friendly digital learning environment. In this study, the key issues in UX design are uncovered to address the needs of individuals with ASD including experiencing sensory overload, complicated navigation and social interaction difficulties. Similarly, it explores how these hurdles make a difference in an individual's level of interaction with online educational sites. This study explores UX design barriers through different methods: semi-structured interview, thematic analysis, survey and experiment on specialists, observation and selected example experiment.

Moreover, the research reveals some design tactics to overcome those obstacles, like one-column design, uniform navigation, and targeted content. The main goal is to increase the usability and effectiveness of websites which are visited by autistic children. The outcome of this study emphasizes the critical role and the stuff to be done by both UX designers and instructors when the process of creating media learning is on. This approach will materialize in more inclusive but a fair online space that will carry on efficient learning, and also provide equal chances to everyone. The aim, however, has the potential to lead to a rather significant improvement in this field.

Keywords:

User Experience Design, autism spectrum disorder, Digital Barriers, Digital Inclusion

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