These cards can be used to guide inclusive design in education discussions and workshops. Provide every attendee or participant with one card, featuring one of the 17 Student Personas that are listed in this document. Ask each participant to imagine that this student is in their classroom/post-secondary education community, and to consider what their student’s experiences might be like in a given classroom, online, or campus-service situation, and whether or not the design of spaces, sessions, resources, etc. might present them with barriers to inclusion.

As a reference and suggestion for how these can be incorporated into an event or workshop, this document includes the instructions that were listed on the back of Student Persona cards used at Camosun College’s annual Walls Optional conference (2019).

<table>
<thead>
<tr>
<th>Walls Optional 2019</th>
<th>Hosting (Virtual) Student Guests</th>
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</thead>
<tbody>
<tr>
<td>1. Read your student guest’s story and keep your guest in mind as you move through this space, interact with other attendees, and participate in today’s sessions.</td>
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<tr>
<td>2. Consider how your student guest would experience the day. Give particular thought as to whether your guest would experience any barriers to inclusion.</td>
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<td>3. We invite you to add your observations and ideas to our poster wall and to participate in small group discussions after the concurrent sessions end.</td>
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<tr>
<td>4. Please be respectful and gentle with your observations; we are ALL learning!</td>
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</tbody>
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- Sarah Horton & Whitney Quesenbery’s book, “A Web for Everyone”;
- BCcampus;
- CAPER-BC (Centre for Accessible Post-Secondary Education Resources);
- Camosun College (faculty and students);
- University of Prince Edward Island
“Hello! I’m in your class...” Student Guest/Persona Cards are licensed under a [CC-BY-4.0 License](https://creativecommons.org/licenses/by/4.0/)
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.

My name is Jacob and I’m a fourth-year business administration student who is blind and a confident technology user.

I use a screen-reading program (JAWS) to access electronic text materials, as well as an audio-recorder to “take notes” in class.

I am 28 years old and can’t wait to get my last few classes out of the way so I can start my career!

I share an apartment with my girlfriend.

“Hello! I’m in your class...” Student Guest/Persona Cards are licensed under a CC-BY-4.0 License
My name is Kelly and I’m a 1st-year horticulture student.
I sustained a brain injury that affects my vision. My vision changes from hour to hour and minute to minute based on the exposure to:
- Fluorescent lights
- Computer screens
- Movement (e.g. traffic on a road)
- Fatigue

When I’m exposed to these triggers, I experience blurred and double vision.
I am 25 years old and I am looking forward to a career in landscaping.

My name is Khaleed and I am a 2nd-year Arts student studying political science.
I live with depression. It is recurrent and can vary in its severity. I was hospitalized 4 years ago. Sometimes my depression comes in the form of feeling like a failure, or worrying that I have let everyone down. It is difficult to stay motivated to even attend class, particularly when experiencing an episode of depression.
I am 20 years old and I would like to follow in my mother’s footsteps and become a crown prosecutor.
“Hello! I’m in your class...” Student Guest/Persona Cards are licensed under a [CC-BY-4.0 License](https://creativecommons.org/licenses/by/4.0/)
My name is Megan. I’m heading into my 3rd year in the Community, Family & Child Studies (CFCS) Program, as a part-time student.

I tell my classmates and instructors at the beginning of a new term that I have a type of epilepsy that causes me to have seizures. Epilepsy is different for everyone who has it, but I can usually feel my seizures coming on, most often when I’m stressed or really tired or anxious. I try to sit near the exit of any classroom so I can leave the room quickly when I feel a seizure coming on and just slip back in after I’ve recovered.

I have friends in my classes who know how to look out for me when I’m having a seizure, and will know whether or not I need them to call First Aid. I really appreciate it when I have a supportive instructor because my levels of stress and anxiety go down in their classes.

I’m looking forward to the arrival of my first service dog this fall.

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 Natalie** and I am a 2nd-year Science student doing a major in biology and a minor in environmental studies.

I live with anxiety and I can find it difficult to even figure out where to start with my assignments and projects. When I do start, I can obsess, worrying that my assignment or test has to be perfect and taking more time to complete them. I often feel like the stakes may be significantly higher than they really are.

I am 19 years old and live with my older sister.

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**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 (Deuteranomaly) 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.

My name is Trish and I am a college student taking university transfer courses. I have a physical disability resulting from a car accident that left me with partial paralysis and motor issues requiring a motorized wheelchair. I am physically dependent on my family, so especially enjoy reading and studying independently. I prefer e-book formats and PDFs that can be easily loaded onto my iPad. I am 18 years old and live with my family.
My Indigenous family name is Taa-heh and my English name is Jane. I am Nuu-chah-nulth from Ehattesaht here on the west coast of Vancouver Island. I am a 3rd year Indigenous Studies program student.

Both my parents were survivors of Indian Residential Schools (IRS) and suffered a great deal of trauma. As a result, I have experienced intergenerational trauma in the form of violence, poverty and racism. When confronted with issues of discrimination, I sometimes shut down and do not ask for help, leaving me ill-prepared to meet course expectations.

I am 50 years old and I want a better quality of life for my children and grandchildren; my goal is to become a college teacher.

My name is Yuki. I am 17 years old and am classified as a “gifted learner”. My mother immigrated to Canada from Japan and my father is a 3rd-generation Canadian of English heritage.

I decided to enrol in English upgrading courses while I was finishing high school so that I could complete my prerequisites for first-year English.

Now that I am enrolled in first-year English, I find that I have read more widely than many of my classmates. I am very interested in poetry, multi-ethnic literature, cross-cultural literature, and Asian Canadian/American literature. I need more of a challenge with my academic work but I’m not sure how to approach my instructors to ask for more support. I worry that they might think I am demanding or that I will seem rude.

When I’m not studying or writing, I enjoy hiking and playing tennis.
My name is Zishan. I am 22 years old and I am here from India to study Management.

I feel intimidated when my instructors put the class into groups for discussions because my Canadian classmates find my accent hard to understand and ask me to repeat things I say many times. I think sometimes they are impatient that I do not understand all of the idioms and phrases they use. Because my English is different, maybe they think I am not good academically and do not want to work in groups with me.

My courses require us to follow rules associated with Academic Integrity and I think I am slowly learning what this means in Canadian academic culture but I am scared each time I hand in an assignment that my instructor will tell me I cheated.

I have 3 roommates who are also here from India and we share an apartment that is a 30 minute bus ride from campus.