

Exploring an AI-Powered Survey Interviewing Agent for Individuals Who Are Blind or Visually Impaired

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Outline



- ▶ Background and rationale
- ▶ Overview of our research project
- ▶ Key insights from our works so far
- ▶ Challenges & Potential Solutions
- ▶ Future steps and final thoughts



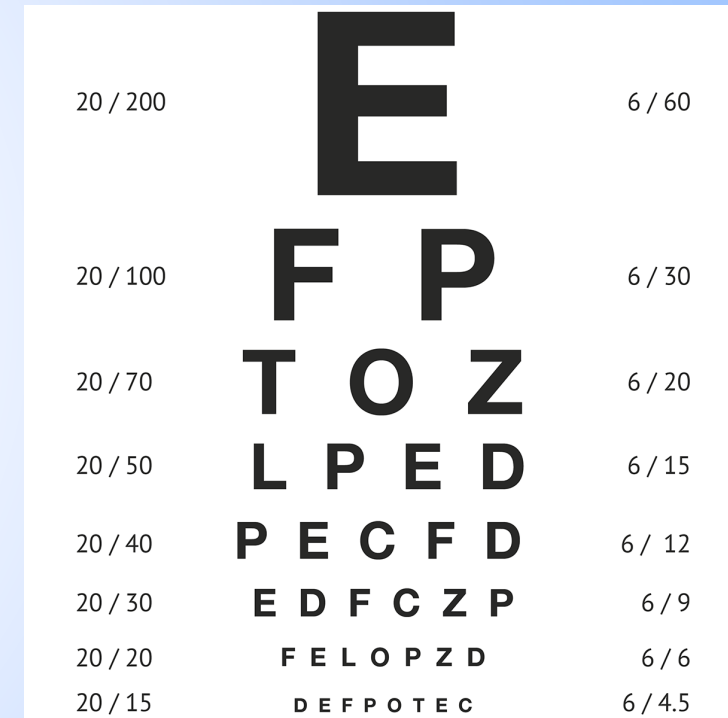
Research Team



- ▶ Project: Developing an AI-powered survey interviewing agent for people who are blind or visually impaired
 - ▶ Sabia Akram sabia.akram@surrey.ac.uk
 - ▶ Haomiao Jin h.jin@surrey.ac.uk
 - ▶ Jenny Harris jen.harris@surrey.ac.uk
- ▶ In collaboration with the Center for Economic and Social Research (CESR) at the University of Southern California

Blindness and Visual Impairment

- ▶ ICD-11 definition of visual impairment, based on presenting visual acuity (i.e., with corrective lenses)
 - ▶ Category 0: No or mild visual impairment – better than 6/18
 - ▶ Category 1: Moderate visual impairment – between 6/18 and 6/60
 - ▶ Category 2: Severe visual impairment – between 6/60 and 3/60
 - ▶ Categories 3-5: Blindness – worse than 3/60 or no light perception
- ▶ **Blind or visual impairment (BVI):** Categories 1-5
- ▶ Epidemiology
 - ▶ About 285 million worldwide (4.0%, WHO)
 - ▶ 90% living in LMIC
 - ▶ Over 80% aged 50+

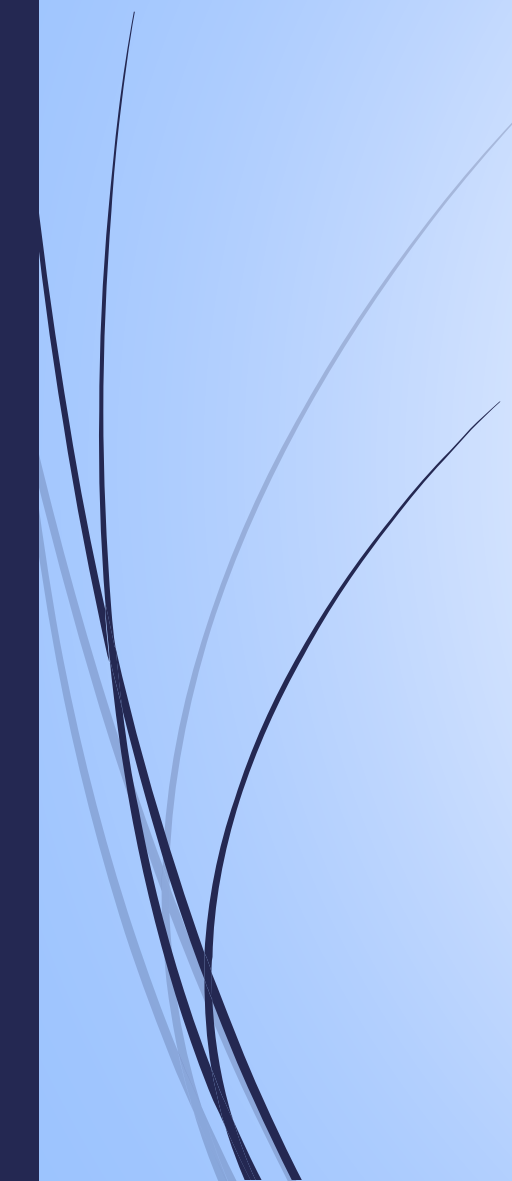


Barriers for People with BVI to Engage in Digital Surveys

- ▶ Adapted from American Foundation for the Blind (AFB)'s report (<https://afb.org/research-and-initiatives/bdis-series>)
 - ▶ **Inaccessible interfaces:** existing digital platforms lack compatibility with assistive technologies like screen reader or braille displays
 - ▶ **Unlabelled buttons and links** (e.g., arrows instead of "Next"/"Previous")
 - ▶ **Poor contrast, inappropriate colour schemes, small font sizes**
 - ▶ **Inaccessible formats**, such as dropdown menu or visual based tests
 - ▶ **Excessive time and cognitive load** (matrix questions)
 - ▶ **Frequent website updates**
 - ▶ **Reliance on assistance from sighted persons** (privacy, social desirability bias)



Potential Benefits of Using LLM to Power a Survey Agent for People with BVI

- **Conversational interaction** – deliver survey based on conversation
 - **Adaptive format** – adjust format for people with BVI
 - **Navigation** through long and complex survey (hopefully!)
 - **Error handling and clarification**
 - **Reduced reliance on assistance from sighted others**
 - **Cost of using LLM for development is manageable/decreasing**
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A Research Project on AI-Powered Survey Agent for People with BVI

Phase 1:
One-on-one dialogue
with individuals who
are BVI

Phase 2:
Co-design Workshop

Phase 3:
Technology test

Phase 4:
At-scale test

- Understand how people with BVI use technology
- Understand their past survey experiences
- Generate **persona** (typical users)
- Team members working with BVI personas, survey researchers and other key stakeholders to:
 - Identify key design points/areas
 - Seek solutions
- Test the developed AI survey agent
 - Achieve the desired functionality
 - User acceptability, satisfaction and perceived ease of use
- At-scale test to examine:
 - Mode effect
 - Reliability and validity in conducting common instruments

Phase 1: One-on-one dialogue with individuals who are BVI (Ongoing)

- ▶ Target to talk with 30+ people with BVI
 - ▶ Understand how people with BVI use technology
 - ▶ Understand their past survey experiences
 - ▶ Generate **persona** (typical users)
- ▶ What we learned so far:
 - ▶ People with BVI are amazingly tech-savvy
 - ▶ They rely on assistant technologies and have their own preference
 - ▶ LLM is being incorporated into some assistant technologies
 - ▶ JAWS+ChatGPT, NVDA+Claude (ask questions, summarise TV shows, general life assistant, supports daughter in her homework)
 - ▶ They primarily utilise verbal expression for communication
 - ▶ multi-sensory reading experience, hear and see, for people with some vision
 - ▶ Their experiences with digital surveys are not good

Experience of Surveys

- ▶ Difficulties with digital surveys, particularly with word limits on open-ended questions. **“Would like the ability to use another app to draft my response”**.
- ▶ **Matrix-type questions** were impossible to understand and navigate on how to complete.
- ▶ If speech-based, would like **“audible cues on when it starts and stops listening and then respond”**.
- ▶ **“In a survey I press enter to mean next line, but it goes to next question”**.
- ▶ **“I know ‘enter’ means next question”**.
- ▶ **The need for simplicity and choice (e.g. one question per page, compatible with existing accessibility software, allow choice between typing and speech)**

A preliminary technology roadmap



QUESTIONS	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
1. The responses generated by ChatGPT are accurate and relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ChatGPT's responses are easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The responses generated by ChatGPT are helpful in learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ChatGPT's responses are more engaging than other learning tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ChatGPT's responses are more personalized than other learning tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ChatGPT's responses are more interactive than other learning tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ChatGPT's responses are more motivating than other learning tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. ChatGPT's responses are more challenging than other learning tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ChatGPT's responses are more fun than other learning tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ChatGPT's responses are more useful than other learning tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questionnaire(s)

AI/LLM Engine

- Locally deployed? (for controllability, safety and privacy)
- Functionalities/features implemented by finetuning/few-shot learning with
 - Explicit instructions
 - Best practices
 - Examples of professional interviewing behaviours

Text-Based Interface

Assistant Technologies



End Users



Co-design Approach

- ▶ Co-design (or participatory design) is a research and development approach where end users actively contribute to the design process.
 - ▶ Instead of designing for users, we **design with users**.
 - ▶ It ensures the technology meets real-world needs by incorporating lived experiences and expert feedback.
 - ▶ Particularly useful when developing accessible and inclusive technologies.
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Who is involved in the Co-design process

- ▶ Blind & Visually Impaired (BVI) individuals
 - ▶ End users with firsthand experience of accessibility challenges.
- ▶ Survey researchers
 - ▶ Ensure methodological rigor and consistency.
- ▶ AI/LLM developers
 - ▶ Translate co-design insights into AI behaviour.
- ▶ Research team members
 - ▶ Organise the process in a structural way and translate findings into product

A preliminary technology roadmap



QUESTIONS	RATING SCALE
1. The questionnaire is easy to understand and complete.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. The questionnaire is relevant to the needs of the teaching assistants.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. The questionnaire is clear and concise.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. The questionnaire is easy to read and understand.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. The questionnaire is interesting and engaging.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. The questionnaire is well structured and easy to complete.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. The questionnaire is easy to understand and complete.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. The questionnaire is relevant to the needs of the teaching assistants.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. The questionnaire is clear and concise.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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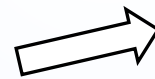
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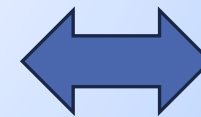
Phase 2: Co-design workshops (Under Planning)

- Team members working with personas (typical users), survey researchers, etc.
- Moderator-led, structural approach to:
 - Communicate respective goals, identifying consistent and completing ones
 - Think about solutions together



Interface

Assistant Technologies



End Users

Challenges

- ▶ Many useful co-design tools (e.g., participatory systems mapping [PSM]) are visually based
 - ▶ Verbal brainstorming and structured discussions (well-planning is critical)
 - ▶ Text-based tool or use visual tool internally to the research team
- ▶ Balancing Accessibility with Standardisation in Survey Design
 - ▶ Surveys must follow standardised protocols for research validity, but BVI users may need additional clarification and flexible response formats.
 - ▶ Identify which aspects of surveys can be adapted without compromising reliability and validity.
 - ▶ Train the AI to offer clarifications neutrally while maintaining question integrity.
 - ▶ Work closely with survey researchers to define acceptable flexibility.
- ▶ Cognitive overload & information processing differences
 - ▶ Allow users to use their preferred assistant technologies (survey delivered through text-based interface)
 - ▶ Find solutions to complex question items (e.g., matrix items)
 - ▶ Fatigue management

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4. ChatGPT's responses are consistent and reliable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ChatGPT's responses are engaging and interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ChatGPT's responses are tailored to my learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ChatGPT's responses are easy to integrate into my learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. ChatGPT's responses are easy to use and navigate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ChatGPT's responses are easy to understand and clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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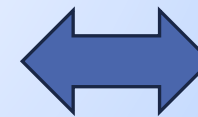
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Phase 3: Test the developed AI survey agent (Under Planning)

- Achieve the desired functionality
- User acceptability, satisfaction and perceived ease of use



End Users



Some Thoughts About Testing Plan

- ▶ Ensure the AI/LLM performs well as a survey interviewer
 - ▶ Does the AI read survey questions correctly?
- ▶ Verify the interface works seamlessly with assistive technologies
 - ▶ Does the survey interface work with screen readers?
 - ▶ Can users navigate, select, and input answers easily?
 - ▶ Are AI prompts clearly and paced appropriately for auditory comprehension?
- ▶ Identify and fix usability barriers for BVI users
- ▶ Gather user feedback to refine AI behaviour & accessibility features



Take-aways

- ▶ AI-powered survey interviewing agent has potentials
 - ▶ Conversational & adaptive format enhances accessibility for BVI individuals
 - ▶ Reduce reliance on assistance from sighted people
- ▶ A structured co-design approach
 - ▶ Engaging BVI users, survey researchers, and AI developers
 - ▶ Balancing accessibility with survey standardization is a critical challenge
 - ▶ Other challenges include assistive tech compatibility and cognitive load & fatigue management
- ▶ Next steps
 - ▶ More one-to-one dialogues with BVI individuals and co-design workshops
 - ▶ Develop and realise the technology
 - ▶ Thorough testing and continued iterations
- ▶ Final thoughts
 - ▶ By integrating AI with a co-design approach, we hope to improve survey accessibility for BVI individuals, contributing to better engagement of this hard-to-reach population in research.



Thank You!

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