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Altri autori (Persone)	StephanidisConstantine
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Nota di contenuto	Inclusive Virtual and Augmented Reality Assessing the Usability of Kinect Sensor Gestures in Parkinson's Disease: A Comparative Study of Standing and Seated Interactions -- Measuring Cognitive Load Through Virtual Reality Equipment Using Mock-Up Design Software -- A Proposal to Development a Digital Twin System Using VR to Support Dobot Training -- Immersive Virtual and Augmented Reality in Inclusive Sports Lectures -- Application of Augmented Reality Technology Combined with Concept Maps to Enhance Symbolic Play Abilities in

Children with Autism -- Wayfinding and Independence: Usability, User Experience and Perceptions of Independence with GoodMaps Indoor Navigation -- Virtual Reality in School - Perspectives of German Students with Physical and Motor Disabilities -- Breaking Accessibility Barriers Through Laughter: An Emotional and Universal Design Approach to Address Technophobia in Augmented Reality -- Designing Inclusion and Inclusive Education with Virtual Reality -- Perspectives from German-Speaking Countries -- Inclusive Learning and Playing Enhancing K12 Education with Intelligent and Assistive Robots: Exploring Student Learning Experience -- Implementing Cutting Edge Technologies To Train Teacher Toward Maximizing The Inclusion of Underrepresented Middle School Students In STEM Academic Majors and Careers -- Empowering Adults with Intellectual Disabilities (ID) through Adaptive Chess Training: Preliminary Findings on Cognitive Assessment -- Extending and Designing an Inclusive Chess App for Users with Cognitive and Visual Impairments: A Participatory Design Approach -- The IceBreaker: A Portable Tangible Device to Facilitate Co-Located Icebreaking Activities -- Media Education for Students with Learning Difficulties - A Self-Assessment Study -- Designing Retention Tools Involving Role Models For Inclusive Computing Education -- Lessons Learned from Two Pilots Using Social Robots with Children with Autism in a Special Education School in Norway -- Evaluating the Efficacy of Immersive Virtual Learning Programme on Verbal and Nonverbal Interactions in Children with Attention Deficit Hyperactivity Disorder -- Together in Play: Encouraging Social Interaction Between Blind and Sighted Players with a Hide and Seek Game -- Towards a Conversational Tool for Discussing and Reflecting with Children on their Gendered Associations about Technology -- Research on Interactive Product Design Strategies for Gamified Hand Rehabilitation Training for Children with Cerebral Palsy.

Sommario/riassunto

This 2-volume set LNCS 15780-15781 constitutes the refereed proceedings of the 19th International Conference on Universal Access in Human-Computer Interaction, UAHCI 2025, held as part of the 27th International Conference, HCI International 2025, in Gothenburg, Sweden during June 22nd to 27th, 2025. The total of 1430 papers and 355 posters included in the HCII 2025 proceedings was carefully reviewed and selected from 7972 submissions. The two volumes cover topics as follows: Universal Access Theory and Practice Multimodality and UI Adaptation Universal Access and AI Inclusive Virtual and Augmented Reality Inclusive Learning and Playing.
