

Dyslexia App Content Style Guide (Educator Side)

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Mission

Our mission is to support educators in West Africa so they can guide students with dyslexia. By providing support and understanding to these students, educators can make an impact on their lives, help them build their future, and contribute to destigmatizing dyslexia in the community at large.

We aim to provide educators with support and resources to understand dyslexia, and help dyslexic students and track their progress.

Personality of the app

If the brand were a person, who would it be like?

They'd be a middle-aged teacher, with a fashionable style with some distinctive personal touches, not only in their clothes but also in their classroom decorations. They are devoted to their job as a teacher, and are understanding, empathetic, and reliable. When they speak, their voice has the gravitas of Morgan Freeman in a nature documentary.

They are **passionate** about anything that has to do with language, whether it be reading articles and short stories, practicing calligraphy, or writing blog posts for a devoted audience.

They are here to **support** you, both to cut through layers of technical talk to get to the heart of the matter and to help you feel like you can handle the hurdles you're facing.

They have a lot of **knowledge** about dyslexia and literacy strategies, and you can count on them to give you up-to-date information backed up by **trustworthy** sources to keep you on top of your game.

They are on the serious side, but aren't afraid of having a **sense of humor** or lightheartedness to lighten the tension and make people feel more at ease, and have an optimistic approach to life.

Target Audience

- Educators who work directly with dyslexic students, both individually and as part of a class (k-12)
- Trainers who help educators develop their skills in identifying, addressing, and supporting dyslexic students (adults)

Voice & Tone

Voice

The voice of the Dyslexia App is not shaped by our mission, the app's personality, our target audience, and our core values:

Empathy & compassion

Teachers need to speak and act with empathy to provide their students with emotional, as well as educational, support. We want to make it easier for students to understand where their students are struggling, so we **avoid being negative, judgemental, or dismissive** in our phrasing. We are **lighthearted** when it feels right, but always **encouraging** and focused on positive impacts.

Development

Education is lifelong. We want to provide training and resources for teachers to keep growing and developing their skills and knowledge, and it's our job to break down new & complex concepts into **everyday language**.

Supportive

Dyslexia is not something to be ashamed of, and we want to provide the teachers with the words to guide their students and community into understanding & destigmatizing it. That means when we provide resources about dyslexia, we speak with **sincerity and authority**.

Passionate

This app is a work of passion, created by enthusiastic volunteers in collaboration with the dedicated Dyslexia Foundation Nigeria. It is tailored for passionate educators who are committed to helping their students pursue their passions. Passion is obviously contagious, so it's reflected in our tone.

Tone



Based on ['The Four dimensions of Tone of Voice'](#) by NN/g

While the tone overall remains similar, the two main sections of the Teacher Dashboard have slightly different functions, so they require some difference in tone.

Student Management:

- Designed to track student progress and assign tasks
- Concise, easy to read at a glance
- Focuses more on labeling than descriptive text

Dyslexia Training:

- Focuses more on instructive text, so it likely requires longer text & more detail
- Descriptions, instructions, and explanations

Content

Narrative of the App

A young child in Nigeria embarks on a magical adventure. They must complete a collection of all the animals in Nigeria. The child travels around Lake Chad, meeting different animals and experiencing exciting challenges.

Each level of the game requires the child to read about a specific animal. Each time they complete a challenge, they receive a badge with the new information they have learned about the animal's habits, favorite food, favorite dance, and challenges. Once they've completed all the challenges for that level, they'll get a picture of their own avatar with the animal to add to the photo album they're creating.

Narrative on Educator's Side

On the educator's side, the narrative of the app isn't as detailed as it is on the student's side. However, the educator should know and understand the narrative.

When the Voice of the Educator Meets the Voice of the Student

Sometimes the student's voice and the educator's voice will meet, mainly on the student dashboard. For example, the reward system and the student progress will have labels that are visible for both educator and student.

Try to ensure that these labels present the narrative of the application in a tone of voice that mimics the educator talking to the student.

Content Structure

- Break up longer text with headers and/or images to reduce cognitive load
- Match the hierarchy of the headers on the page with the sidebar navigation menu (if present)
- Complex content (especially vocabulary) should be linked to resources that provide the definition.

Content Formatting

- Body and header text should be left-aligned for better readability.
 - Excluding UI elements like buttons and progress bars.
- Bold UI elements or actions.
- Italicize titles of books, magazines, films, and albums.
- Quotation marks around song titles and article titles.
- Embedded links should be underlined and colored. It should not include the 'http' or 'www' prefixes.
 - Ex: 'google.com' not 'http://www.google.com'
- Acronyms and abbreviations should be used in the full form first, then upon subsequent uses the acronym or abbreviations can be used.

Grammar

- Capitalization
 - Titles and upper-hierarchy title phrases will use title caps ("Student Resources," "Teaching Approaches")
 - Lower-hierarchy title phrases will have sentence capitalization ("Rights of people with dyslexia in Nigeria").
 - CTA buttons will also use title caps ("Try Again") unless they are full sentences.
- Punctuation
 - Oxford commas
 - Use the Oxford comma in a sentence with a list of three or more items.
 - No punctuation marks on CTA buttons.
- Contractions
 - We promote using contractions since they make reading more natural.
 - We can avoid contractions sometimes to get something more important across.
- Numerals
 - Write numbers numerically unless a number starts a sentence.

- Ex: "Three students have completed the task."

Localization & Internationalization

- Overall, use standard grammatical structures and vocabulary; however, in conversational context (dialogue, examples of conversation, etc) it's okay to use the dialects' grammatical structures or colloquial words.
- Loanwords used should be noted and added to the glossary for future localization reference.

Visuals & Multimedia

Images:

- Add alt text to images.
- Center-align images and videos when on their own line.
- Avoid photo captions & cutlines where possible.
- For teacher trainings, add images to break up theory in order to reduce the cognitive load

Videos:

- Avoid using video files where possible to reduce strain on network

General:

- Avoid using emojis, as we want to keep a more professional tone.

Accessibility

Alt Text

- Add alt text to all non-decorative images.
- Alt-text should be straightforward and descriptive. Avoid unnecessary word padding ("photo of," "video of") or personal commentary ("It's a cool photo").
- For decorative images, avoid adding alt text or only use a simple label ("icon").

Content

- Center content around people, not their disabilities
- Make sure content is inclusive, avoiding gender and race.

Glossary

(Refer to Phase 2 suggestions)

Legal Guidelines

Legal & Compliance Requirements

- Ensure that content adheres to legal requirements, such as data privacy and intellectual property rights

References & Resources

- The method for coming to the voice and tone design is inspired by “Microcopy the complete guide” by Kinneret Yifrah.

Phase 2 Recommendations

Here are some recommendations for Phase 2's adaptation of the style guide:

- Team A and Team B have been working separately on their content style guide. We haven't had time to put them side by side. Some parts may be similar, but please keep in mind the different tone and character of each side.
- App Narrative:
 - As the designs & narrative of the app for the educators' side gets more defined, please add to this section as necessary. The primary important part of this section is to serve as a reminder to link the educator side to what's happening on the student side.
- We recommend that you work with Team B to create labels for a reward system. We recommend that these labels be positive in nature so that they help to uplift the student, but also help the educator to overcome their possible stigmatizing thinking.
- Localization & Internationalization:
 - Florence Akanbi (UXW-B) has done a great job compiling some grammatical structures or colloquial vocabulary commonly used in Nigeria; if Phase 2 moves in the direction of more localization when it comes to the writing, then more detail can be added to this section and it could potentially be added in the glossary section.
 - A possible way to delve further into localization is to conduct a competitive analysis focusing on TOV & language in apps targeting the Nigerian market.
 - Another way to delve further into localization is to analyze the interviews (videos or transcripts) conducted by UX Research and look at TOV and language use.
- Glossary
 - Provide a glossary of industry-specific terms and app-specific jargon
 - Specify how to handle product names, trademarks, and other specialized terms
- Legal Guidelines

- More research is needed with the UX Research team and Product Strategy. The first steps have already been taken by Product Strategy in Phase 1. Further collaboration is required.
- Examples:
 - Because we didn't receive the wireframes in time, there weren't many specific examples of tone and voice to collect and add to the style guide. Please provide real-world examples of good and bad content.
- Consider adding a section about writing with AI, like in the [Intuit Content Style Guide](#).