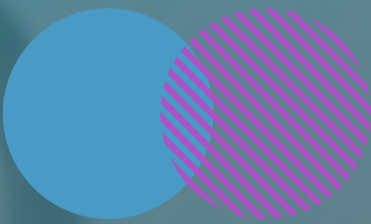




DELIVERABLE D1.1 OFFICE WORK DATASET



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NewWorkTech

From the Margins to the Masses:
Standard Practices and Innovative
Uses of Technology in Augmenting
Different Abilities of People in
Worklife

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Deliverable D1.1

[Office work dataset]

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NewWorkTech project

The NewWorkTech project aims to explore how technology can improve the employment-related skills and opportunities of individuals with disabilities. The primary goal is to transfer this knowledge into practical outcomes: technologically advanced solutions, new theoretical frameworks, ethical frameworks, policy recommendations, and accessible practical knowledge to the community at large. The project highlights the potential of technologies such as Artificial Intelligence (AI), software, and hardware, and other kinds of tools that can be beneficial in workplaces. People with disabilities are often pioneers in the innovative use of technology, demonstrating a strong potential to engage with advanced digital tools and configure workplaces to be more accessible and inclusive. It is therefore important to understand how people with disabilities meaningfully appropriate technologies in workplace settings. By analysing a variety of real-world use cases, the project will identify key success factors and common barriers in the use of work-related technologies. Participatory methods and co-creation approaches are central to the project, involving people with disabilities and ensuring their knowledge, voices and needs are central, according to the principle of “nothing about us without us.” The insights will ensure more effective design practices, that enhance accessibility and guide the development of future workplace technologies that benefit a diverse population. Ultimately, the project aims to promote meaningful employment for people with disabilities, reducing inequality and encouraging more innovative and inclusive use of technology in workplaces for the benefit of all workers.

1. Introduction

This deliverable presents the metadata and codebook for Work Package 1 (WP1). The metadata consists of an overview of the data collected up to the date of this deliverable by researchers affiliated with the University of Copenhagen (UCPH) and Tampere University (TAU). Researchers have collected data in Italy, Denmark, Finland and Germany. The codebook provides an overview of the theoretical framework and categorisation work we employ to organise data collection and to prepare the corpus for data analysis.

WP1 explores real-world office work by individuals who are blind, have low vision, are wheelchair users or are neurodivergent. People with intellectual disabilities also form a relevant group: while they may not be able to do the same kind of knowledge office work as other people in general, they may have unique skills that make them competent in kinds of knowledge work (Hedley et al., 2018). WP1 focuses on white-collar work, that is, professional, managerial, creative, or administrative work in an office or administrative setting. White-collar jobs include a wide range of professions, i.a. consulting, academia, accountancy, business and executive management, customer support, design, economics, engineering.

Access to the field and collaboration with participants have been made possible through the close cooperation of the project's partners, as well as the efforts of the researchers involved in this work package in reaching out to organisations in Denmark, Italy, Finland and Germany. Data collection is still ongoing, and all researchers are working closely with organisations and participants to conduct fieldwork and record video-ethnographic data. The research team in Copenhagen has also initiated preliminary data analysis as a means of evaluating the material collected and, in some instances, has visited and filmed participants several times to gain a deeper understanding of their work practices, and the particular challenges and opportunities that different technologies or work settings provide.

In Italy, postdoctoral researcher Sara Merlino has been collecting data on workplace settings with people with a developmental disability such as Down syndrome. In Denmark, postdoctoral researcher Barbara Carreras has been collecting data on office and remote work among people who are blind, neurodivergent persons (with ADHD or who are autistic), and wheelchair users (including participants with Muscular Atrophy and Cerebral Palsy). In Finland, postdoctoral researcher Annamari Korhonen has been collecting data with blind or low vision people on office work, including remote meetings. Finally, in Germany, postdoctoral researcher Dorothee Kraus has been collecting data from a neurodivergent participant, wheelchair users and a person with low vision in office settings. The primary data include video-mediated interactions and the use of a diverse range of technologies, including printed checklists, tailor-made assistive technologies, conversation interfaces powered by large language models (LLMs), programming software, digital and physical calendars, human assistance, human guides, the white cane, and guide dogs. Other data include interviews with focal participants (employees with disability or activity limitation), observation notes by the researchers, and interviews or informal conversations with non-focal informants such as colleagues, team leads, job coaches, or personal assistants.

By collecting and analysing ethnographically collected data, we aim to understand the practices and experiences of people with disabilities in different workplaces. We are currently mapping out and

examining specific accessibility practices in workplaces and social interactions that are paramount and relevant to participants' working lives, self-determination, and well-being. Based on the data, we are also in the process of identifying social, material, and interactional opportunities related to technology use and knowledge of disability and access, as well as recurrent barriers experienced by participants with different embodied experiences, minds, and needs in diverse work settings. So far, we have identified problems, which are directly addressed by the focal participants and can be observed in the data, related to flexible working hours, instructions, the use of aids and assistive technologies, human assistance, the paradox between inclusion and the demand to be productive and to conform to norms around efficiency and ability, and practical instances of collective forms of access (Marathe and Piper 2025).

In what follows, we outline the codebook, which consists of our theoretical and methodological approach. This provides an overview of the concepts and categories we use in relation to data collection, data management, and subsequent analysis. Furthermore, we outline the methodology and key aspects of the fieldwork. We will also describe how we gain access to different workplaces, including questions of accessibility in the way we design our research through a *nothing about us without us* commitment (engaging the participants themselves as well as the project partners specialised in disability knowledge and accessibility). We also provide an overview of the fieldwork preparation, the ongoing dialogue with relevant organisations, and our research design.

2. Codebook

2.1 Theoretical framework

The theoretical background of the empirical research conducted in WP1 is Ethnomethodology (Garfinkel, 1967) and Conversation Analysis (Sacks et al., 1974), hereafter EMCA. EMCA focuses on the study of social order and sense-making practices as these are produced in the ordinary, everyday activities of people engaged in co-present interaction. It examines the systematic organisation of multimodal communication at the microstructural level by identifying the practices, procedures, and resources through which participants construct meaningful interaction. EMCA adopts a bottom-up perspective, rejecting prefabricated, abstract theoretical concepts imposed from outside the domain of empirical, ecologically valid human practices. Instead, it develops theories of interaction inductively based on the detailed analysis of rich empirical data and draws from prior ethnomethodological studies in comparable contexts. At its core, ethnomethodology investigates how individuals produce social order, interpret the world around them, and orient their behavior through tacit rules, shared assumptions, and situated reasoning.

Complementing this, our second principal methodological approach is Ethnography. Ethnography involves the close observation and systematic description of the social and cultural life of a particular group or community (Pink, 2021). As a qualitative research methodology, it requires the researcher's immersion in the studied context: participating in, observing, and engaging with everyday practice, while collecting data through multiple techniques such as interviews, participant observations and the writing of fieldnotes (Emerson, 2011). The objective of ethnography is to develop a deep and contextually grounded understanding of the community's social and cultural practices as they are experienced and enacted in situ.

The data collection activities of the two research groups at UCPH and TAU are informed by ethnographic fieldnotes, participant observations, and audio and video recordings. This approach allows to document the interactional dynamics of the investigated activities, and the details of participants' conduct (Goodwin, 1981; Heath et al., 2010; Mondada, 2006). The use of video data allows for detailed descriptions of participants' verbal and multimodal conduct for which short excerpts of interaction are chosen and analysed.

Finally, the microanalysis of selected excerpts of interactions is combined with the information gathered through ethnographic fieldwork, observations, and participants' interviews (see below).. Researchers' analyses of the key moments in social action are furthermore enriched and validated in joint data analyses with the study participants (or their representatives), following a participatory research design.

2.2 Methodology

In the following, we detail the different activities that we have realized during the target period (month 12) for creating the data set. This work is described in the project's Description of Action (DoA) document, and the details for managing the data in the project's Data Management Plan (DMP).

Data collection required

- 1) the creation of required documentation for ethical approval;
- 2) a preparatory phase (Task 1.1) in which access to the field and the form of our fieldwork was negotiated;
- 3) the design of accessible documents for the target participants;
- 4) video ethnography with observation and video recordings and documentation of participants' working activities;
- 5) the design of an interview guide to conduct semi-structured interviews.

After the data collection, data treatment and compilation of corpus (Task 1.5) has included 1) data storage of audio and video recordings as well as the related written documentation; 2) transcription of a selection of excerpts from the corpus.

1) *Fieldwork preparation and negotiations*: We used existing contacts with organisations and associations in order to find and recruit participants for our study. Organisations that are part of the project such as AIPD, Autism Foundation Finland, IBOS, and Be My Eyes played a crucial role in providing contacts of potential participants and workplaces in the four countries. Additionally, the researchers recruited participants by mobilising their personal network as well as social media (LinkedIn).

2) *Ethics and Informed Consent*: As our study and data collection involve human participants, we went through the process of ethical approval by the Ethical Committees of our Universities. The forms and information documentation necessary for the participants' informed consent were designed and approved according to the regional regulation.

3) *Accessibility*: The information sheet and the informed consent form were adapted and made accessible to the target populations. Documents addressed to people with a developmental disorder were reformulated in a simplified way and included pictures; documents addressed to

blind people or people with low vision were made accessible through the creation of digital documents. At UCPH, these adapted forms also went through the approval of the ethics committee. In both cases, the creation of accessible documents was realized in close collaboration between the researchers of UCPH and representatives of the organisations which are part of the project (AIPD and IBOS).

4) *Video Ethnography*: Data collection was preceded by an observatory phase of the workplace context and situations which would later be video recorded. The researchers accessed the field, explained participants the aims of the research, observed, and took notes on their observations. Audio and video-recordings of the real-life situations took place in different heterogenous settings and required a consistent effort to adjust to the material constraints of the context (e.g., size of the room, number of participants in an office), or to the technology used (e.g., computer, tablet, telephone etc.).

5) Interview design guide: The researchers at UCPH created an interview design guide inspired by Dahl & Monrad (2025). The guide was reviewed by the project partners involved in WP1 and 2. Most of the focal participants in the four countries went through semi-structured interviews that allowed the researchers to gather information about participants’ everyday life, their perception of their work conditions, and their use of technologies at work. The interview design guide was adjusted and made accessible to the specificities and requirements of the setting, participants, and disabilities. The interviews were audio-recorded.

2.3 Interview design guide

Topic	Research Focus	Questions and protocol
Introduction and background: age, education...	<p>Making consent and voluntary participation explicit and clear. Recording with a Dictaphone if given consent.</p> <p>Enabling participants to introduce themselves, possibly attending to how they describe themselves and how they arrived at their job.</p>	<p><i>Consent form signed by participant.</i> <i>Interviewer asks for consent to record.</i> <i>The interviewer briefly introduces the project and herself orally.</i></p> <p>Before we begin, do you have questions about the NewWorkTech project? Your participation is voluntary, and you can withdraw at any time.</p> <p>Could you introduce yourself? Where did you grow up? How long have you been working at this company? How did you find this job?</p>
Understanding the everyday experiences of participants and how it relates to work.	How do participants experience their everyday lives at work?	In your own words, can you describe what a typical day at work would consist of?
Inclusion, well-being and accessibility in the workplace	What elements influence the participants' inclusion, well-being and accessibility in the workplace?	<p>How would you describe an ideal day at work?</p> <p>Thinking back, are there particular situations at work that you found particularly enjoyable and positive?</p>

		<p>In your opinion, what makes a workplace accessible and inclusive?</p> <p>What is essential for you to feel included and well at work?</p>
Technology use	What technologies do participants use and value, and how long have they been using them?	<p>What kind of technologies are essential in your everyday life and work?</p> <p>What kind of strategies or accommodations are essential?</p> <p>When did you learn to use these technologies? And who taught you?</p> <p>Could you give some examples of how you use them in your everyday life?</p>
Preferences in terms of remote work (possibly only relevant for office workers)	What do participants value from working from home or their office space?	<p>From your own experience, what are the differences between working from home and working at the office?</p> <p>How is your workplace managing your preferences?</p> <p>In an ideal situation how would you manage working from home and at the office?</p>
Challenges and barriers in the workplace or everyday life	What challenges and barriers do participants experience? How do they approach them and tackle them?	<p>If you feel comfortable sharing with me, are there any situations where you experienced something particularly challenging in your current workplace or other company you worked for?</p> <p>What are the most common barriers that you experience at work?</p> <p>What are the common things you do to work around these barriers? Who do you ask for help?</p> <p>If you could give some advice to others experiencing similar situations, what would your advice be?</p>
Summing up	<p>What more should I know about the participant? What are the next steps?</p> <p>Feedback on the process</p>	<p>Is there anything you'd like to discuss that we didn't cover in the interview?</p> <p>How was it for you to participate in this interview?</p>

		<p>Can I contact you again if I have follow-up questions or need clarifications?</p> <p><i>End the interview, researcher stops audio recording</i></p>
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2.4 Research questions and scope for video-ethnographic fieldwork

1. How are participants accomplishing tasks and access in their workplaces?

During fieldwork, we can focus on observable interactions and practices. It could be interesting to see if the participant is the only one with a disability or if there are other colleagues with similar access needs.

2. How are participants using technology to create access?

During fieldwork, we can focus on observable interactions and practices of access and inclusion, as well as technology use and social interactions. This may include observing how physical and digital spaces (virtual meetings, office spaces, video calls etc.) are being used.

3. What are the barriers participants encounter and how are these barriers tackled in specific situations?

During fieldwork, we can focus on observable interactions and practices of facing or working around barriers. In this regard, a [recent study showed that blind people working as software developers invent software solutions](#) (Marathe and Piper, 2025) to compensate for inaccessible tools at work. We have encountered similar examples or workarounds reliant on in-person support.

3. Data treatment and analysis

1) Storage: Audio and video files of naturally-occurring interactions and interviews are named and stored securely (e.g., in encrypted drives or institutional repositories). Confidential information will be excluded from publications.

2) Transcription/annotation of the audio/video/recordings of work activities and interviews: Transcripts of selected excerpts are realised following the conventions established by Jefferson (2004) for transcribing verbal resources and by Mondada (2018) for multimodal ones.

3.1. Video transcription

In the following, we will share an example of a transcript and our annotation style. The example is a short excerpt of only a few seconds of video-recorded interaction in an office. The transcript indicates the participants' verbal and embodied conduct: Whereas talk is reported in numbered lines, gestures and the use of technologies and artefacts are annotated through symbols that allow to locate them in their temporal unfolding and related to the audible talk (e.g., pauses that are measured through open-sourced software such as *Audacity*).

```

1  EDU =>  #+prova questo vio+la+
           try this violet
           +pts on screen+,,,,+
           Fig #fig.1
2  GIO     (0.5)*(0.6)*.          *(0.6)*          £#(2.6)£
           *positions cursor*clicks on screen*
           CMP
           Fig                    £TEAMS icon blinking£
                                   #2                    #3

```



Figure 1: an excerpt from a transcript shows a participant with down syndrome and an educator at a desktop computer

In the excerpt, the educator (line 1) gives a multimodal instruction by both pointing towards the screen and formulating a request formatted with the verb “try”, which acknowledges GIO’s earlier difficulty in using the technological tool. In line 2, GIO responds by positioning the cursor and by clicking on the selected box; this results in the TEAMS icon blinking, confirming the system is functioning.

Transcribing the collected data allows for secondary data analysis.

Naturally occurring interactions of workplace activities are analysed using conversation analytic categories and concepts, such as turn-taking, sequence-organisation, repairs, and action formation (see Heritage, 2012; Sacks et al., 1974; Schegloff, 2007).

3.2 Interviews and fieldnotes

Interviews and fieldnotes are analysed using a Grounded Theory approach and Thematic Analysis (Clarke et al., 2005). This inductive process enables researchers to identify patterns of meaning from participants’ talk in the data transcripts and fieldnotes (e.g., the use of terms such as “accommodation” or “inclusion”) in relation to the questions formulated by the researcher. The process is iterative and ongoing. As more interviews and fieldnotes are collected, the researchers develop and identify key concepts and categories relevant to understanding the perspectives of the participants with regard to work: How do they feel about work and how do they describe their work. These insights are valuable as contextual data of micro-analysis and align with the “Nothing About Us Without Us” agenda, in which participants’ perspectives and experiences are valued as expert insights.

This can be illustrated by the following example of Lexi, a blind software developer working in a small-size software company. By analysing an interview following a Grounded Theory approach, we find several topics or codes that arise from the data.

Carreras: So then in terms of an ideal work, an ideal day at work, what would make it a good day?

Lexi: Well, for me, it would feel like I'm **meaningfully contributing**, and that is **being recognized** for once. And the other is also feeling like that the more soft things, like the ideas I come up with, are being valued. Either that or fixing something for fixing something for my colleagues

Topics or codes that we have identified in her answer to what a good day at work means to her are: meaningfully contributing, recognition, valuing one’s ideas, fixing something for colleagues.

4. Metadata

This section focuses on the data collected for WP1, which includes office work and video-mediated settings (remote work). In a future deliverable (D2.1), we will also present data of manual tasks of people with Down syndrome, neurodiversity or a learning disability collected in Italy, Germany and Finland since May 2025 by Sara Merlino, Annamari Korhonen and Dorothee Kraus.

4.1 Data collection overview of WP1

Data of office work and video mediated interactions (video, observation, interviews) as of month 12 in the project				
	Type of disability	Work sectors	Workplaces	Occupations
Denmark (n=11)	Blind participants (n=6) Neurodivergent participants (n=2) Wheelchair user participants (n=3)	ICT, Engineering, Counselling, Research, Arts and culture	Museum, Education facility, Interest organisation, Cultural centre	Software Developer, Engineer, Scientist, Data Scientist, Consultant, Advisor, performer, Guide
Italy (n=5)	Developmental (Down syndrome)	Office	Store	Shop Assistant
Germany (n=4)	Participant with low vision (n=1) Neurodivergent participant (n=1) Participants who use a wheelchair (n=2)	Marketing and Community work, Reception desk, Social Services, Trainee	Evaluation and survey agency, Interest organisations	Specialist, Academic, Reception desk employee, Clerk

Finland (n=2)	Blind participant (n=1), Participant with low vision (n=1)	Software engineering, Administration	Media company, Educational institute	Software developer, Specialist
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Table 1. Overview of data collected by UCPH and TAU on office work and remote/video-mediated interactions (last update: October 27, 2025)

Table 1 outlines the variety of work settings and disabilities of participants. The occupations include amongst others software developers, engineer, academics, consultant, performer, advisor, guide, and a shop assistant. In the following (table 2), we present the metadata of data collected. All names are pseudonyms.

4.2 Metadata overview of WP1

Metadata: office work and video-mediated interactions. Names are fictitious and used for pseudonymisation				
Date	Participant	Setting	Access technologies and needs	Data types
24-Apr-25	Linda: a blind consultant in her 30s	private office at work, Denmark	screen readers, braille, cane, JAWS, work-from-home, noise cancelling headphones	mp4, WAV, word doc
6-May-25	Hanne, a blind consultant in her 40s	private office at work, Denmark	screen readers, braille, cane, echolocation, JAWS, work-from-home	Word doc
6-May-25	Hanne, a blind consultant in her 40s	private office at work, Denmark	braille, cane, echolocation, JAWS, work-from-home	mp4, WAV, word doc
6-May-25	Thomas, shop assistant with Down syndrome in his 20s and other 6 participants with DS	Office of interest organization, video-mediated meeting, Italy	Educator/assistant for computer use, checklists	mp4, WAV, word doc
8-May-25	Hans, a blind consultant in his 50s	private office at work, Denmark	screen readers, braille, cane, echolocation, guide	mp4, WAV, word doc

			dog, JAWS, work-from-home	
26-May-25	Tiels, a blind software developer in his early 40s	open-space office at work (20 seats) , Denmark	screen readers, braille display, cane, JAWS, work-from-home	mp4, WAV, word doc
2-Jun-25	Lexi, a blind software developer in her 20s	Teams meeting online, Denmark	NVDA screen reader, cane, personal assistance for navigation, work-from-home, mentorship	mp4, WAV, word doc
6-Jun-25	Hanne, a blind consultant in her 40s	private office at work, Denmark	screen reader, JAWS, braille, cane, echolocation, Microsoft Voice Over, cane, personal assistance for navigation, work-from-home	mp4, WAV, word doc
17-Jun-25	Niels, a civil engineer with Muscular Atrophy in his 40s	living room home office, Denmark	Power wheelchair, ventilator, helpers 24/7, work-from-home	mp4, WAV, word doc
20-Jun-25	Niels, a civil engineer with Muscular Atrophy	open-space office at work, Denmark	Power wheelchair, ventilator, helpers 24/7, joystick, screen keyboard, dictation, speech-to-text, work-from-home	mp4, WAV, word doc
27-Jun-25	Lexi, a blind software developer in her 20s	open-space office at work, Denmark	NVDA screen reader, cane, personal assistance for navigation, work-from-home, mentorship	mp4, WAV, word doc
1-Jul-25	Laura: blind computational linguist	home office, bedroom, Denmark	NVDA, Visual Studio, Microsoft Outlook, her braille display, and toki AI	mp4, WAV, word doc

7-Jul-25	Laura: blind computational linguist	home office, bedroom, Denmark	NVDA, NAVICAP, Toki AI, Cane, Gemini, Envision, Visual Studio, braille display, work-from-home, Meta AI glasses	mp4, WAV, word doc
18-Jul-25	Peter: wheelchair user with muscular atrophy	home office, studio, Denmark	wheelchair, helpers 24/7, joystick, screen keyboard, dictation, speech-to-text, work-from home	word doc
19-Aug-25	Jakob: wheelchair user with muscular atrophy	home office, living room, Denmark	wheelchair, helpers 24/7, joystick, paid ChatGPT 4-5, screen keyboard, dictation, speech-to-text, work-from-home	mp4, WAV, word doc
20-Aug-25	Tiels, a blind software developer in his early 40s	home office, living room, Denmark	screen readers, braille display, cane, JAWS, work-from-home	mp4, WAV, word doc
10-Sep-25	Linda: a blind consultant who is 30 years old.	private office at work, Denmark	screen readers, braille, cane, JAWS, work-from-home	mp4, WAV, word doc
10-Sep-25	Eric: a blind man in his 20s learns how to use his screen reader and keyboard with a sighted teacher expert in ICT for blind people called Tanya	Linda's office, Denmark	blind, screen readers, braille display, cane, JAWS	mp4, WAV, word doc
10-Sep-25	Susanne: a community manager and marketing specialist with low vision	Shared office with two colleagues, Germany	Screen readers, high-intensity lamps, works from home and in the office	Word doc

12-Sep-25	Harry: an office manager working at the reception desk using a wheelchair	Reception desk and office floor, Germany	An electric wheelchair for the office, headset, electric door opener, bar mouse, adapted desk, Zooming in on documents	Word doc, pptx, mov, m4a, jpg, mp4
18-Sep-25	Tobi: a trainee and peer-expert in a survey and evaluation agency	Open space office, Germany	An electric wheelchair, 24/7 personal assistance, trainers and colleagues	Word doc, mp4
19-Sep-25	Tobi: a trainee and peer-expert in a survey and evaluation agency	Open space office, Germany	An electric wheelchair, 24/7 personal assistance, trainers and colleagues	Word doc, m4a, jpg, mp4
30-Sep-25	Thomas, shop assistant with Down syndrome in his 20s	Organization office, Italy	Educator/assistant for computer use, checklists	WAV, word doc
2-Oct-25	Johanne: a 20-year-old woman in her early 20s	Video Call on Teams from her home office, Denmark	bipolar, autistic, ADHD, planning tools, ipad, ergonomic desk, work-from-home	mp4, WAV, word doc
8-Oct-25	Lexi: a blind software developer in her 20s	Video Call on Teams from her home office, Denmark	NVDA screen reader, cane, personal assistance for navigation, Blacky (guide dog), work-from-home, mentorship	mp4, WAV, word doc
11-Oct-25	Tiels, a blind software developer in his early 40s	Botanical gardens, Denmark	ChatGPT 4-5 voice mode and the Meta AI glasses	mp4, WAV, word doc
20-Oct-25	Jochen: an academic with ADHD who is a team lead	Shared office with one colleague, Germany	ChatGPT Pro License, Outlook and Zoom, project management software	Word doc, pdf, jpg, m4a, mp4

21-Oct-25	Jochen: an academic with ADHD who is a team lead	Shared office with one colleague, Germany	ChatGPT Pro License, Outlook and Zoom, project management software	Word doc, jpg, m4a, mp4, mov
24-Oct-25	Caroline: wheelchair user, museum guide, performer, activist, actress	open space office, Denmark	work-from-home	mp4, WAV, word doc
6-Oct-25	Johanna: visually impaired, administrator, activist	open space office, Finland	Microsoft accessibility features, large text (white on black background), cane, braille, screen reader	mp4, mp3, word doc, jpg
10-Oct-25	Aleksi: blind, software engineer, musician	open space office, Finland	screen reader, braille, cane, echolocation, cane, personal assistance for navigation, work-from-home	mp4, mp3, word doc, jpg

5. Contextualisation of the Dataset

5.1 Office work and video-mediated interactions

April 24, 2025

Linda, a blind consultant in her 30s, works in a private office in Denmark. She uses screen readers, braille, a cane, JAWS, and noise-cancelling headphones, and she also works from home. Carreras wrote fieldnotes and recorded Linda while reviewing the consent forms of the project to test its readability and accessibility.

May 6, 2025

Hanne, a blind consultant in her 40s, works in a private office in Denmark. She uses screen readers, braille, a cane, echolocation, JAWS, and has the option to work from home. Her data are provided in mp4, WAV, and Word document formats. Carreras wrote fieldnotes and later recorded Hanne while working together with a sighted colleague. In the video we documented issues with the screen reader and the organization's computer.

May 6, 2025

Thomas, a shop assistant with Down syndrome in his 20s, participated in a video-mediated meeting from the office of an interest organization in Italy. He receives support from an educator or

assistant for computer use, and uses checklists. His data are available in mp4, WAV, and Word document formats.

May 8, 2025

Hans, a blind consultant in his 50s, works in a private office in Denmark. He uses screen readers, braille, a cane, echolocation, a guide dog, JAWS, and works from home. His data are available in mp4, WAV, and Word document formats.

May 26, 2025

Tiels, a blind software developer in his early 40s, works in an open-space office with 20 seats in Denmark. He uses screen readers, a braille display, a cane, JAWS, and works from home. His data are provided in mp4, WAV, and Word document formats. Carreras wrote fieldnotes and recorded Tiels working. She visited the office 2 days on a row and conducted a semi-structured interview.

June 2, 2025

Lexi, a blind software developer in her 20s, participated in a Teams meeting online from Denmark. She uses the NVDA screen reader, a cane, and receives personal assistance for navigation. She also has mentorship and works from home. Her data are in mp4, WAV, and Word document formats. Carreras video recorded the meeting.

June 6, 2025

Hanne, a blind consultant in her 40s, works in a private office in Denmark. She uses screen readers (JAWS and Microsoft Voice Over), braille, a cane, echolocation, and receives personal assistance for navigation. She also works from home. Her data are available in mp4, WAV, and Word document formats. Carreras conducted fieldwork, a semi-structured interview and video recordings of Hanne working at her computer in her office.

June 17, 2025

Niels, a civil engineer with Muscular Atrophy in his 40s, works from his living room home office in Denmark. He uses a power wheelchair, ventilator, joystick, screen keyboard, dictation, and speech-to-text software. He works from home, and his data are available in mp4, WAV, and Word document formats. Carreras recorded interactions between Niels and his novice helper, and alone time working at his computer desk in his living room.

June 20, 2025

Niels, the same civil engineer with Muscular Atrophy, works in an open-space office in Denmark. He uses a power wheelchair, ventilator, joystick, screen keyboard, dictation, and speech-to-text software, with helpers available 24/7. His data are in mp4, WAV, and Word document formats. Carreras recorded interactions between Niels and a different more experienced helper, and alone time working at his computer desk in an open office space.

June 27, 2025

Lexi, a blind software developer in her 20s, works in an open-space office in Denmark. She uses the NVDA screen reader, a cane, and personal assistance for navigation. Lexi is part of a meeting online. The data are in mp4 format.

July 1, 2025

Laura, a blind computational linguist, works from her bedroom home office in Denmark. She uses NVDA, Visual Studio, Microsoft Outlook, a braille display and toki AI. Barbara Carreras recorded Laura working, and also interviewed her.

July 7, 2025

Laura, the same blind computational linguist, again works from her bedroom home office in Denmark. She uses NVDA, NAVICAP, Toki AI, a cane, Gemini, Envision, and Visual Studio. Her data are provided in mp4, WAV, and Word document formats.

July 18, 2025

Peter, a wheelchair user with muscular atrophy, works from his studio home office in Denmark. He uses a wheelchair, joystick, screen keyboard, dictation, and speech-to-text tools, and has helpers available 24/7. He works from home, and his data are provided as fieldnotes from an informal conversation during a short visit at his place.

August 19, 2025

Jakob, a wheelchair user with muscular atrophy, works from his living room home office in Denmark. He uses a wheelchair, paid ChatGPT 4-5 license, joystick, screen keyboard, dictation, and speech-to-text tools, and has helpers available 24/7. He works from home. His data are in mp4, WAV, and Word document formats. Carreras video recorded issues with the paid ChatGPT 4-5 as a writing and reporting tool and interviewed Jakob.

August 20, 2025

Tiels, a blind software developer in his early 40s, works from his living room home office in Denmark. He uses screen readers, a braille display, a cane, JAWS, and works from home. His data are provided in mp4, WAV, and Word document formats. Carreras video recorded issues with a face recognition app and conducted observations while he was working from home.

September 10, 2025

Linda, a blind consultant who is 30 years old, works in a private office in Denmark. Blind from birth, she uses screen readers, braille, a cane, JAWS, and works from home. Her data are in mp4, WAV, and Word document formats. Carreras recorded Linda teaching a blind person, Eric, how to use keyboard shortcuts.

On the same date, Eric, a blind man in his 20s, Carreras filmed Eric learning how to use his screen reader and keyboard with the help of Tanya, a sighted ICT expert for blind people who is Linda's colleague. The session takes place in Linda's office in Denmark. Eric, blind from birth, uses screen readers, a braille display, a cane, and JAWS. His data are available in mp4, WAV, and Word document formats.

September 10, 2025

Kraus met Susanne by chance on the office floor. She was interested in the project and willing to participate in the study by giving an interview on her work practices, and challenges she faces. She talked about the difference between working from home and working in the office and showed the researcher her office desk. The interview was not audio-recorded but all answers were written down by the researcher and are available as a word doc.

September 12, 2025

Harry volunteered to participate in advance. He uses an electric wheelchair on a daily basis, and Kraus observed and filmed him for a whole workday. The semi-structured interview took place after he finished work on the same day. Video and audio data is available as m4a and mp4. Notes are available as word doc, and photos as jpg.

September 18 and 19, 2025

Tobi participated in the study as an electric wheelchair user who is currently being trained on the job. Kraus filmed him for only a few hours on both days and took field notes. Video and audio data is available as mp4, all field notes are available as a word doc.

September, 30, 2025

Merlino met Thomas and his educator in the organization office and had a semi-structured interview with both of them about working practices and use of technologies.

October 2, 2025

Johanne, a woman in her early 20s, participates in a video call on Teams from her home office in Denmark as part of a semi-structured interview with Carreras. She has bipolar disorder, autism, and ADHD, and uses planning tools, an iPad, and an ergonomic desk. She works from home, and her data are available in WAV, and Word document formats.

October 6, 2025

Johanna, a visually impaired administrative employee in her 30s, was observed and filmed by Korhonen at her office workplace. Videos include working while using accessibility features, mainly large text on black background. A hybrid meeting as well as interactions with colleagues were also filmed. Johanna also often works from home. The data are available in mp4, mp3, Word document and jpg formats.

October 8, 2025

Lexi, a blind software developer in her 20s, participates in a video call on Teams from her home office in Denmark as part of a semi-structured interview with Carreras. She uses the NVDA screen reader, a cane, personal assistance for navigation, and has a guide dog named Blacky. She also works from home and receives mentorship. Her data are available in WAV, and Word document formats.

October 10, 2025

Aleksi, a blind software developer in his early 30s, was observed and filmed by Korhonen at his office workplace. Video footage includes remote meetings with his team members who are located in a different city, as well as interactions with local colleagues, being assisted by a canteen employee, and work while using a screen reader. Aleksi often works from home as well. One day of filming was dedicated to recording his trip to another city, where the rest of his team are located, including navigating various routes, being assisted by security guards and colleagues, participating in a hybrid meeting, interacting with team members, and working with a screen reader. The data are available in mp4, mp3, Word document and jpg formats.

October 11, 2025

Tiels, a blind software developer in his early 40s who is blind from birth, is at the Botanical Gardens in Denmark. He uses ChatGPT 4-5 voice mode and the Meta AI glasses for scene and image description. Carreras recorded interactions of navigating the gardens, and documented issues with navigation and accuracy.

October 20 and 21, 2025

Jochen is a team lead who has been diagnosed with ADHD. He shares an office with a colleague who was not present during data collection. Kraus filmed and observed him for two full days at work. Video, audio data and photos are available as jpg, m4a and mp4, notes are available as word docs.

October 24, 2025

Caroline, a wheelchair user who works as a museum guide, performer, activist, and actress, works in an open-space office in Denmark. Carreras interviews and films her in the open working space. Her data are available in mp4, WAV, and Word document formats.

6. Concluding remarks

The data presented illustrates the diversity of workplaces and embodied experiences as well as different access needs of participants. Fieldwork is an iterative process. After having gained the participants' trust, the researchers can iteratively visit different workplaces and engage in video recordings and observations. As such, it is valuable when researchers visit participants several times to gain unique adequacy and understand their needs, perspectives, and uses of technology and support. Up to this point, remote work is observed as beneficial to all participants across the different settings as well as a variety of adaptations and assistive technologies at work. Across the different settings, participants have helped us understand the importance of accessible work infrastructures, as well as the importance of knowledge of disability and accessibility on an organizational level. Technologies are also valuable, yet in some instances software updates and issues with incompatibility across different software and hardware can become a barrier for people to carry out their work. Likewise, bias or discriminatory attitudes towards people with disabilities and specific diagnosis. Across participants and diverse access needs, commuting can be generally perceived as challenging and energy consuming, making video ethnographic work relevant in situations where participants are commuting, or preferring to work from home. In future work we will analyse in detail the data that we have gathered to identify relevant phenomena across different field sites.

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