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Higher Education Virtual Summit

BACK TO SCHOOL EDITION



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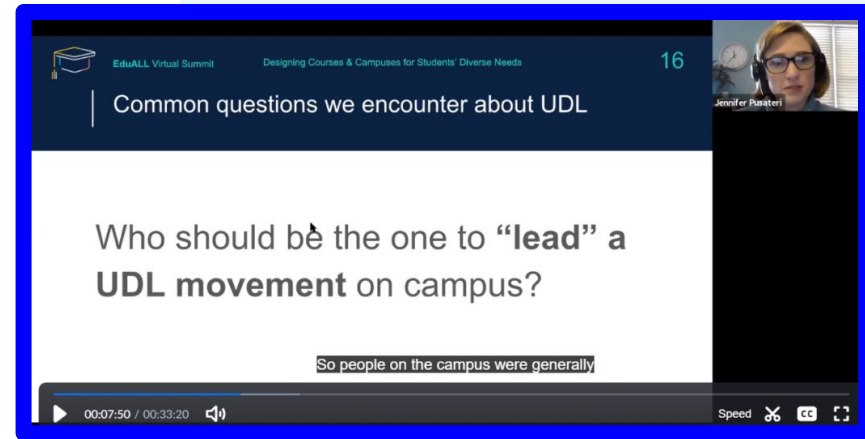
Welcome & Falling Back Into The School Year Inclusively





Enabling Verbit's Built-In Captions & Live Transcription in Zoom

- To enable **closed captions**, please click the CC button on the bottom menu of Zoom.
- To enable the live **transcript**, click on the arrow next to the CC button and select 'View Full Transcript'.





AGENDA

1. Fall University News & Plans
2. Long Term University Changes
3. Long Term Accessibility Services Changes
4. Universal Design for Learning Strategies
5. Questions



SPEAKERS



Amanda Jackson

M.Ed. | Learning Specialist,
Disability Resource Center,
University of Florida



Kirsten Behling

Associate Dean, Student
Accessibility and Academic
Resources, Tufts University



Scott Ready

Sr. Customer Success and
Accessibility Strategist,
Verbit

The background of the slide is a dark blue, semi-transparent overlay over a photograph. The photograph shows a close-up of a graduation cap (mortarboard) with a tassel, resting on a wooden surface. In the background, a portion of a laptop keyboard is visible, with keys like 'V', 'B', 'N', and 'M' discernible. The overall aesthetic is professional and academic.

The fall semester in the news



News: Continuous university changes for fall

S Baltimore Sun

Morgan State University reverses course and goes to all online classes for the first semester

Morgan State University announced Tuesday that it will hold all classes online for the first semester, saying an uptick in positive cases in ...
9 hours ago



M The Mercury News

Another college announces it's going online this fall: Santa Clara University

Santa Clara University will go online for the fall quarter, the Jesuit school ...
San Jose State University, like most schools in the California State ...
6 days ago



USA TODAY

'The virus beat us': Colleges are increasingly going online for fall 2020 semester as COVID-19 cases rise

... the fall semester and would hold undergraduate and most graduate classes online, joining colleges such as the California State University ...
2 weeks ago



OPB News

Live updates: Oregon State moving most fall classes online

Live updates: Oregon State moving most fall classes online. Aug. 11, 2020 6 a.m.. Oregon State University announced Tuesday that it will move most fall classes ...
7 hours ago



WBEZ

Illinois State University Moves Most Classes Online Because It Lacks Testing Kits

Illinois State University is shifting more classes online this fall after the federal government reallocated COVID-19 equipment and testing kits ...
1 week ago





This week: A back to school hybrid approach at UNC

- In Chapel Hill, a masked professor held a class this week with six masked students and rolling chairs set several feet apart in a floor plan marked to deter anyone who might impulsively scoot next to a peer.
- Thirteen more students, unmasked, were linked in via Zoom and projected onto video screens.





Poll: What is your university's plan for the fall?

- 100% Online - NO required format for faculty to follow
- 100% Online - Required format for faculty to follow
- Hybrid: Remote & In-Person
- Fully In-Person



Statistics: Fall semester outlook via Forbes

- On Friday, it was announced that **20% of Harvard freshmen have chosen to defer**
- **40%** of expected freshmen attending 4-year residential colleges are saying they are 'likely' or 'highly likely' to **not attend this fall.**
- **28% of returning students** say they are **not going back or haven't decided yet.**



Source: Forbes "40% Of College Freshmen Likely Won't Attend This Fall"



The fall semester
at University of Florida
and Tufts University



University of Florida's Plan

As of right now...

- Screen. Test. Protect. Initiative
- Mostly online instruction
 - Live Lectures via Zoom or other video conferencing platform
 - Recorded lectures with discussion boards for engagement
- In-person classes
 - Smaller class sizes to allow for social distancing
 - Lab/clinicals
- Student Affairs
 - Online student engagement (for example, virtual group fitness)
 - In-person engagement (for example, spaced out independent gym workouts)



Tufts University's Plan

As of right now...

- Graduate schools - courses online/ clinicals in-person as much as feasible
- Undergraduate schools - student choice:
 - Fully remote (10% chose this)
 - In-person/ Hybrid (89% chose this)
 - ~60% will begin courses remote due to state quarantine requirements



UF's Disability Resource Center Plans

- **Video Conferencing = Increased Access**
 - Meetings, Workshops, Student Groups
- **Testing = Community Effort**
 - Online Remote Proctoring, Faculty, Accommodated Testing in DRC for specific accommodations
- **Increased Presence on in Academic & Student Affairs**
 - Digital Accessibility Trainings & Partnerships Across Division
 - More live captioning and closed captioning opportunities



Tufts's StAAR Center's Plan

StAAR (Student Accessibility & Academic Resource) Center



- All appointments (in-takes, academic coaching, tutoring, study groups) will be offered remotely
- The office will be open to answer questions only
- We will proctor *some* exams in our space, though we are urging faculty to assist with this
- We have increased our workshop (offered remotely) programming to include strategies for taking online courses.

A dark blue background featuring a close-up of a graduation cap (mortarboard) with a tassel, resting on a laptop keyboard. The text is overlaid on the left side of the image.

Potential for long-term changes



COVID Responses May Lead to Long-Term Changes

Within our offices:

- Online tutoring sessions will continue beyond COVID
- Workshops around study strategies in remote settings
- Workshops around trying to create an appropriate study space
- Video conferencing appointments with students & campus partners continuing
- Online student engagement within student groups - Video conferencing (equal
- Increased faculty partnership for encouraging online testing



COVID Responses May Lead to Long-Term Changes

On our campuses:

- Additions to the roommate contract around studying/ taking a course in the room
- Online programming, and recording of that programming to continue (especially with busy content areas like orientation and advising)
- Take-out options in our dining halls
- Increased tele-health appointments for our students seeking counseling
- Student groups recruiting virtually for those who cannot make face-to-face meetings
- Virtual fitness
- People are talking about accessibility but from a universal design perspective



POLL: If you are teaching online* did you receive additional support when designing your course for the fall? * whether fully remote, hybrid or some other combination

- Yes, from my institution
- Yes, but from elsewhere
- No
- Not yet, but envision additional support coming



UDL at the Forefront of Inclusive Design



UDL “Plus One” Approach with Course Design

Face-to-Face Strategy	+1 Remote Strategy	Benefits
Read the course text, discuss it in class.	Post an audio version of the text.	Students can listen to the text while caring for family members, driving parents to work, or when they need a break from screen time.
Watch the presidential debates, fact check them.	Read the transcripts from the debates, look for patterns of thought/ speech.	Students may either watch the debates or read them. Reading them may be easier for ESL students. It allows more time for comprehension.
In-person office hours.	Phone or Zoom office hours.	Chatting on the phone or Zoom office hours are both great resources. Zoom allows for screen sharing to work on specific class problems.



Poll: Are you captioning your recorded lectures?

- Yes
- No
- Only with an accommodation request
- I'd like to, but I don't know how to caption
- I'd like to, but I can't afford it



UDL “Plus One” Approach with Course Delivery

Face-to-Face Strategy	+1 Remote Strategy	Benefits
Lecture with PowerPoints.	<ul style="list-style-type: none">• Audio record the PowerPoints or add in graphics and visual explanations.• Post PPTs in 10 minute chunks.• Create a corresponding discussion board for each PPT.	Students can choose to either watch the entire PPT in one setting or chunk it up depending on what works for them, their timeframe and their attention span. Using targeted discussion prompts also helps to engage students throughout the lesson as opposed to just at the end.
Hold a seminar-style course.	<ul style="list-style-type: none">• Post the frame of the conversation before the live sessions.• Ask students to come with one point and one question.	Giving students the chance to prepare their work ahead of time negates the anxiety of being called upon in the moment, or even the ability to answer in the moment. It also allows students to write their responses and submit them ahead of time, if they cannot join a live conversation.
State the class attendance policy and impacts of missing class.	<ul style="list-style-type: none">• Increase the attendance policy in remote sessions.• Record the live sessions and post afterwards.	By allowing students to choose whether or not to attend in real time or afterwards, you are giving flexibility to those who share a computer with other family members, have slow WiFi or are unable to join a live session for another reason. (Touch on Disability Related Absences?)



Poll: How are your faculty assessing their students?

- Multiple Choice Exams
- Essay Exams
- Presentations
- Multiple Methods of Assessments
- None of the above



UDL “Plus One” Approach with Course Assessment

Face-to-Face Strategy	+1 Remote Strategy	Benefits
Give 3 exams spaced throughout the semester.	<ul style="list-style-type: none">• Add a 4th exam• Allow students to choose to drop one exam grade.	Students struggling to find a quiet place at home can take their exam without the same pressure that they must do well.
Students must write a research paper.	Using the same rubric offer them the choice of presenting their knowledge in another way (PPT presentation, a wiki blog, a brochure, video recording, etc.).	This allows students who are not strong writers to use other skills to demonstrate their knowledge. This may be particularly beneficial for ESL where the task of writing a paper is more difficult than dictating thoughts. Or for students who have slow WiFi or must share technology, they could use their cell phone as an audio recording device.
Students must work in groups to develop a project and share it with the class.	Using the same rubric, allow students to work alone.	Some countries do not allow access to certain internet platforms, in these cases it might be easier to work alone. Or for students who are in different time zones or navigating competing priorities or who need less screen time. This choice allows them to determine how to proceed.



First Steps to Take to a Successful UDL Fall Course

1. Create a **short guideline document** (time zone of live sessions, due dates/ times, discussion posts, group work methods, etc.). Post it on the main course page.
2. Put a disability/accessibility statement on your syllabi and on your course home page.
3. Determine how you will **deliver course content** (synchronous, asynchronous), recorded PPTs, pasted PPTs, other resources (websites, videos, discussion boards).
4. Determine your **course requirements** based on your course objectives. Do students need to attend all live sessions, for example? How may discussion posts “counts” as participation?
5. Make sure your **students have access** to the text/ course materials in an online environment. Check with the publisher to see if any electronic versions exist that you can share with students.
6. Create an **inclusive Learning Management System** (Blackboard, Canvas, Moodle) course site.



UDL: Interacting with Students Outside the Classroom

1. **Publicize online availability in multiple places** (website, email signatures, flyers in the residence halls and on your office doors).
2. **Make booking an appointment easy** (one click appointments, QR codes, etc.)
3. **Increase your online hours** to cover times when they might not be in class.
4. **Video Conferencing:** Make sure everyone is comfortable with being recorded; Allow for chatting instead of video participation -- I know this doesn't fit here but I didn't know where
5. **Alternative Methods of Communication:** Email / Phone / Zoom
6. **Build Rapport** - Be approachable, open, consistent with communication
7. **Flexibility**



Incorporating the **Top 5** Accessibility Tips

1. Use the **formatting structures** in the Microsoft tools (Word, PPT, Excel, Publisher).
2. Use **San Serifs & font sizing**
3. Use **formatting appropriately** (headings, styles, bold, underline, italics).
4. Make sure to use **high color contrasts**.
5. **Embed** your links appropriately.
6. Add alternative **text descriptions to all of your images, charts and graphs**.
7. Choose videos with **captions** & podcasts with **transcripts**
8. **Record videos/ PPTs** have captions.
9. Learn how to **turn on the captions in your live class** sessions.
10. Run the **Microsoft checker** on all your content before you posted it online.

Always be open to trying new things when students have questions/ suggestions for accessibility.

Reach out to campus partners (instructional designers, teaching centers, accessibility services, etc.) with questions.
Work Together!



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Incorporating the **Top 10** Accessibility Tips

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Any Questions?

THANK YOU!



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