

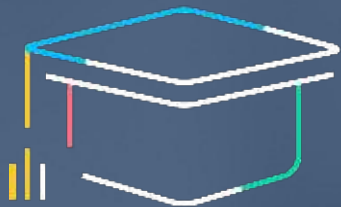
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# How To Cope: Addressing Student Concerns

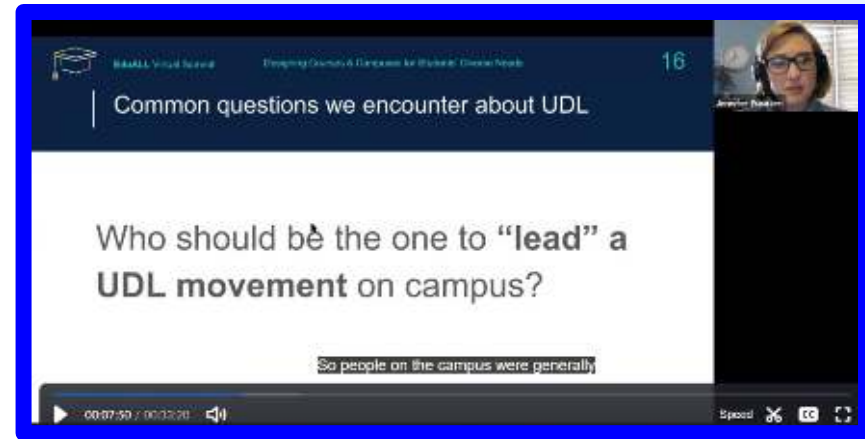
**Sherri Restauri**  
**Kate Sonka**

Moderator:  
**Misty Cobb**



# 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. Introductions
2. Addressing the psychological component
3. Digital accessibility needs
4. Live Q&A



MODERATOR

**Misty Cobb**

EdD, MBA, Senior Customer  
Success Advocate, Verbit



## Sherri Restauri

Senior Executive Director,  
Coastal Office of Online  
Learning, Coastal Carolina  
University



## Kate Sonka

Assistant Director of  
Academic Technology,  
College of Arts & Letters,  
Michigan State University

# SPEAKERS



“We’re operating in the real,  
not the ideal”.

Spring 2020, Costa  
(From Top 5 Tips for Academic  
Continuity)



# Student Success

Design, methods, & needs

- ★ Student Agency







# Psychosocial Variables

What impacts our students after COVID-19 from psychological & social perspectives?

- **25%** Mild, Moderate, or Severe
- **Living Alone**
- **Unsteady Income**
- **Delayed Academic Progress**



# Best Practice:

# Ask!






## Using Video to Assess Student Attention in Virtual Class Meetings

### Don't Do This

-  Connect students' video use and eye contact time to participation points, grading, or school attendance.
-  Remove students from the meeting if their videos are not on.
-  Trick students into turning on their videos (e.g., for a class dance party).
-  Give extra credit to students who have their video on.

### Do This!

-  **CHOICE.** Let students decide whether to turn on, or keep on, their video. Allow them to use virtual or blurred backgrounds and fun filters (e.g., be a banana or potato!). <https://bit.ly/virtualmtgfilters>
-  **REAL-TIME CHECK-IN.** Ask questions often to assess student understanding. Allow students to respond via audio or virtual meeting tools (e.g., chat box, polls, nonverbal reactions - "thumbs up").
-  **USE DIGITAL ASSESSMENT TOOLS.** Collect different types of data to evaluate ongoing learning - Answer Garden, Gimkit, Kahoot, Google Forms, Poll Everywhere, Socrative, Crowdsignal, Formative, Classkick, Ted-Ed, Playposit, Ed Puzzle, Nearpod, etc.. <https://bit.ly/formassesstech>

### Why Does It Matter?

- PRIVACY.** Students might be uncomfortable displaying their living space to their peers.
- SAFETY.** Students (and their family members) may not want their image captured, recorded, or shared. Students could be cyberbullied if a classmate takes a screenshot of their video.
- EQUITY.** Students might have unreliable Internet access, low bandwidth, devices without video capabilities, or limited access to a device.
- PERSONAL.** Students might feel shy or anxious to be on camera. <https://bit.ly/zoomcams>

### "But I Don't Like Teaching to Blank Screens"

Teach students to setup their Google Meet or Zoom profile picture as a bitmoji, school photo, or a favorite selfie. When the camera is off, the students' profile picture will show up, giving you a virtual audience to talk to.

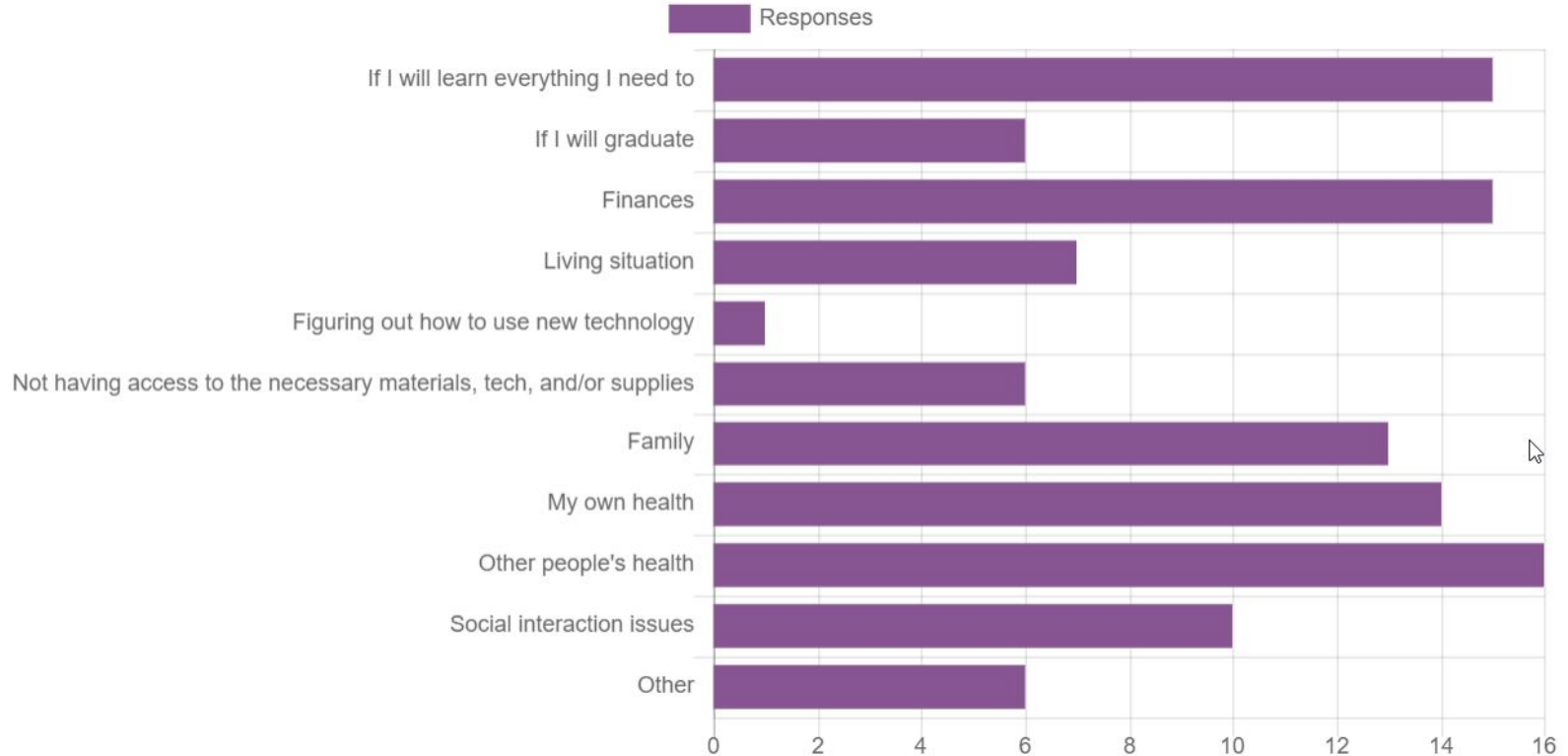


### Ask Before Assume

This is a challenging time for everyone. If students are struggling to show attentiveness, ask questions rather than make assumptions about their actions or punish them for lack of engagement.



**What are you most concerned about right now as we are preparing to begin classes again on Monday? Select all that apply to you.**





**If you had to describe how you feel going into next week-what one word or phrase would you use?**

- Prayerful
- apathetic
- Terrified
- Anxious
- Hectic
- Prepared
- Depressed
- Nervous
- unprepared
- neutral
- anxious
- Rushed
- Nervous but willing to do what I need to in order to get things done
- overwhelmed
- Apathetic
- Excited to get back into routine
- Worried
- confuse
- Unorganized
- Stressed
- ready to learn!
- Uneasy/Stressed Out
- Content
- Stressed
- Stressed
- Confused
- who's world is this -Nas
- Interested
- anxious
- stressed and anxious to see how things around me develop and how school will progress



# Holistic & Humanistic Learning

**“Students report that one of the main reasons they drop out of online courses or programs is because they feel lonely and isolated. “**

















# Accessibility in These Strange Times

- Regularly check in with your students!
- Expect that some disability accommodation requests might change, including receiving new requests
- Maintain open communication with your disability services office
- Above all, extend grace



9.8% increase from May 2019  
to May 2020 of MSU students  
registered with disability  
services office



	Permanent	Temporary	Situational
<b>Touch</b>	 One arm	 Arm injury	 New parent
<b>See</b>	 Blind	 Cataract	 Distracted driver
<b>Hear</b>	 Deaf	 Ear infection	 Bartender
<b>Speak</b>	 Non-verbal	 Laryngitis	 Heavy accent



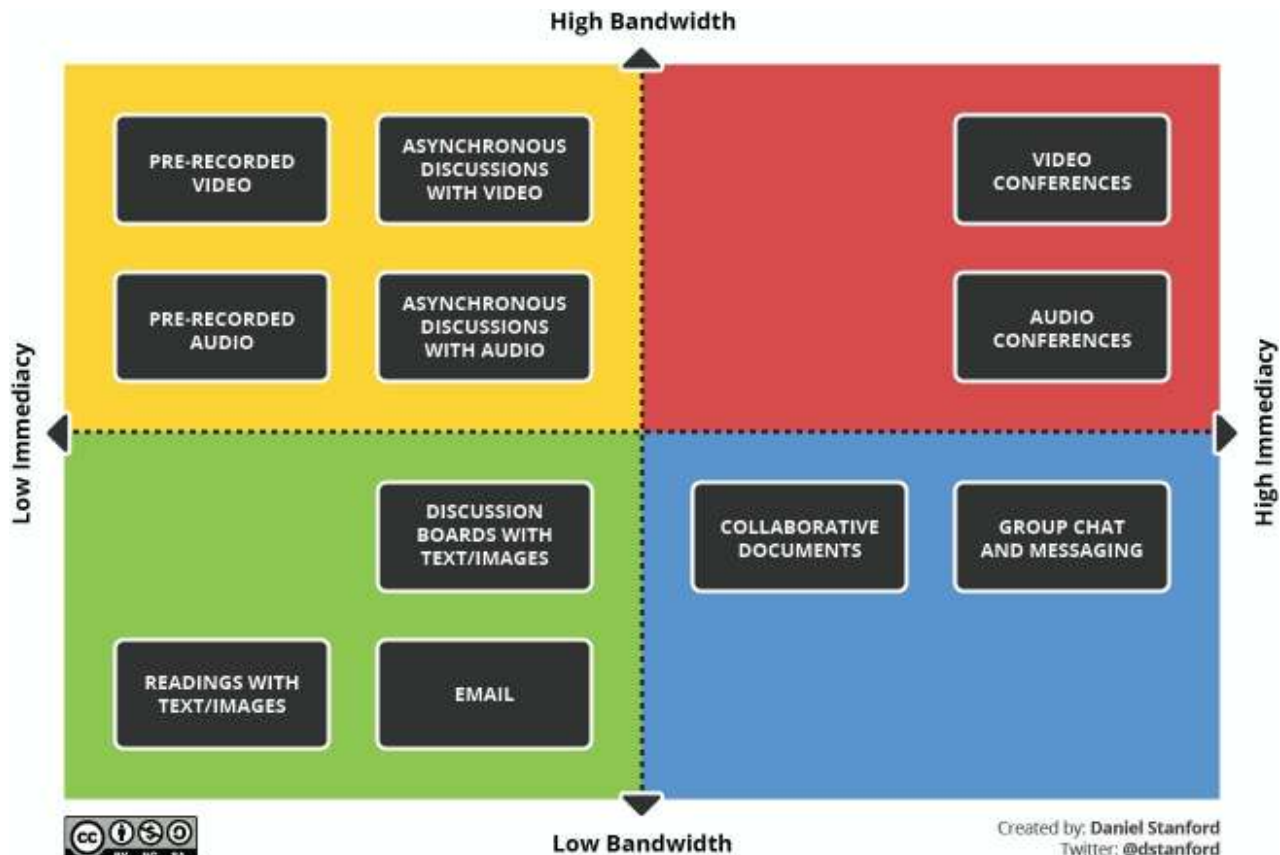
# Approachable Accessibility Quick Tips

- **Text Contrast:** use high contrast to ensure that text stands out
- **Text Styles:** do not rely on color alone to denote meaning
- **Heading Styles:** use to designate content organization
- **List Styles:** use bullet or number styles for lists
- **Alt Text:** provide a brief text description for images, graphs, & charts
- **Closed Captioning:** include captions on all videos



# Accessible Teaching Considerations

- **Lecture-based**
  - Transcripts & captioning: Google Slides, PowerPoint, Otter.ai
  - Assign a rotating student to take notes for the class
  - Asynchronous vs. synchronous
- **Discussion-based**
  - Identify who is speaking
  - Discussion boards in LMS or Google Docs
  - Points for lecture notes or participation
- **Assessment**
  - Consider low- vs. high-stakes
  - Time spent grading on a screen





# Any Questions?

THANK YOU!



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# Further Readings

1. [Imagining a Resilient Pedagogy](#), Bill Hart-Davidson
2. [Digital Accessibility Faculty Support Site \(CCU\)](#)
3. [Student Engagement: 5 Strategies to Motivate the Online Learner](#), (Blackboard, July 2020)
4. [Results of a Spring 2020 Student Survey: Immediate Considerations for the Fall](#) (OLC, July 2020)
5. [Accessible Teaching in the Time of COVID-19](#) by Aimi Hamraie
6. [Cameras Be Damned](#) by Karen Costa
7. [Making Shapes in Zoom](#) by Karen Costa
8. [Checklist on Accessible Design \(Bb Ally\)](#)
9. [Trauma-Aware Teaching Checklist](#) (Costa, August 2020) One of the best resources for a quick reference-launched August 3, 2020.
10. [A Trauma-Informed Approach to Teaching Through Coronavirus](#) (Teaching Tolerance, March 2020)
11. [Inclusion, Equity, and Access While Teaching Remotely](#) (Rice University)
12. [Ten Steps Towards Universal Design for Online Courses](#) (University of Arkansas Little Rock)
13. [Stanford BOLD Blended and Online Learning Design](#)
14. [Efficient Instructional Strategies for Maximizing Online Student Satisfaction](#)
15. [The Impact of COVID-19 on College Students](#)
16. [Ensuring Student Success in Online Courses](#)