

UNC Chapel Hill CEDI Lecture Series: Tiffany Bailey

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Universal Design for Learning (UDL)

>> Okay, here we go. Thanks for joining us again. Tiffany Bailey is here to give us our talk on Universal Design for Instruction or Universal Design for Learning. Tiffany Bailey has a Masters of Science in Education from Student Affairs in Higher Education program at Colorado State. She's been working at the disability – in the Disability Services profession since . She was an Assistant Director, then Interim Director at UNC Greensboro until when she came to UNC as the Assistant Director. And in , she was named the Director to the Office of Accessibility Resources and Services at UNC. Right, okay.

>> All the things.

>> I'm gonna. Yeah, okay. That's perfect.

>> I'm gonna share our screen so that Tiffany can take over.

>> I'm hoping Zoom behaves as well.

>> And so our CC, which is great. Because we're using a lot for some of our accommodations meetings for our students who are distance education students, or have a little bit of a more interesting schedule. Especially for our graduate and professional student population, you're doing numerous things. Sometimes their calendars are not always their own.

>> Sorry. I'm gonna turn the sound off.

>> Oh, I can't do it.

>> Okay, sounds great. Sounds great. So, again, I'm Tiffany Bailey. It's nice to see you all. And to be present virtually with folks that I can't see but that's okay. I look forward to hearing from you if you have questions. I have really laid back presentation style. My partner in crime, Simon Bloor who you've already met, he came to talk about digital accessibility and I create – he and I created this PowerPoint. And so really, I just want it to be a discussion, ask questions that you might have. I am by no means like an expert-expert in this area. But we know enough because we work with students with disabilities on a daily basis. And these are some things that we're recommending to faculty and folks for best practice. So, let's see. I always love this illustration of different types of animals being expected to climb a tree. Have you all seen this graphic before? Yes. It's pretty common in terms of kind of, like the visualization of equal access, right? And so we can't expect everybody to be able to climb the tree with the skills and abilities or things that they already have. Sometimes they may need a little bit of assistance, or again, we may need to have different ways for them to climb the tree. Okay. Right. So. Whoops. Okay. So I'm going to get here in a second. But I think what I first want you all to kind of think about is the principles of Universal Design are about – they apply to not only learning and instruction, but construction, architecture, and university. North Carolina State is the home of kind of Universal Design, in construction and architecture. And so some of those principles were then adapted for more of the learning and instruction environment. But basically, the spirit of it is that you are making sure that the most amount of people have access, no matter how they choose to identify. And you're thinking about who's coming to you? Whether it be for a program in your class, your fellow classmates, whatever it might be, to have different experiences and different things that you need to consider when you're presenting essential information. Right? Okay, so basically, in plain kind of English, Universal Design in Learning talks about presenting content to students in multiple ways. How many of you have been in classes where you had... information is online, it's also printed out in your textbook and your professor's lecturing on it. So you're getting information three different ways and the three different mediums. That's kind of the idea. How are you presenting it in multiple ways, so that people, based on their

own learning styles, can digest it in that way, right? Encouraging students to gauge, engage with new ideas and information in multiple ways. So thinking about activities in the class, whether it be individual group projects, it's about group participation, group work. And it could be a number of other things, we're going to go over some more examples. And then assessing students in multiple ways. So I, I remember very vividly, and I don't remember a lot from my freshman year just because my memory's bad not for any other reasons, just saying... But I had this introductory political science class in which the final was worth probably % of my grade. So day one, we went in with a full classroom. Class number two, half the classroom had had gone, right? And I was like, I'm going to stick it out because I don't feel like going through the hassle of changing. But it's – that assessment was a make it or break it, right? And it also was one in which the professor said, there's no way you're going to get all of the points on this test. So you need to pick and choose the sections that are worth the most amount of points and do those. Let me just say that aside, the professor was pretty awesome. But it was like, what's the heck have I gotten myself into here? But I ended up doing really well. So I was, you know, we had this little, little study group and we bonded together. So it was wonderful. But, if you're not a great test taker, right, and that's really high stakes, you're asking somebody to essentially base their – almost their entire, their entire grade on one, on one thing. So it's, again, assessing in multiple ways to be less high stakes. So maybe if tests are worth %, and you have an individual or a group project, depending on what you'd like to do, worth it's %, or less than that, right? So thinking about again, how are we structuring things to make it accessible to the most amount of people? So for those folks who aren't good test takers and I'm not typically, I like freaked myself out studying til the hours of, wee hours of the morning. Okay? So principles for effective instruction, and I'm going to read these and I hope that's okay. I don't want to make any assumptions here but... Teaching materials available using different ways to represent content. So we talked about books, handouts, information on Sakai, accessible information on Sakai? We'll talk about that, right? 'Cause PDF, oh it's not so great. So. Always, right? Make sure they're accessible. Instructional materials, offer students different ways to engage with the material. Assessment options offer different options for students to demonstrate the mastery. So. Okay. What I always tell folks, especially faculty or people that are developing classes and I'm focusing most on the, on the syllabus here in this slide, but the syllabus from our context from more of a legal point of view, right, given that we're in accessibility resources, it's really looked at as a contract between the student and the instructor. And I tell faculty members and instructors to make sure that you are clearly listing out everything that is to be anticipated in a course so that students can use their best judgment and discretion to determine if this is the best class for them. So, for example, if we were talking about an art history class, or an art studio art class is a perfect example, in which attendance is mandatory and essential piece of that class, that should be listed in the syllabus. Because there has to be... you're going to be creating works of art, you're going to be having other people critique your work of art. The instructor is providing critique on what you're doing, right? So all of that should be listed in the syllabus and not be a surprise. It's about those essential components and the course objectives and learning outcomes. So again, I talked about attendance. Participation. Sometimes, you know, there may be an assumption made well, this is a class and, you know, participation is essential. Well, you don't say that in your syllabus, and so from our perspective, when we have faculty contact us where a student will have participation challenges, for whatever reason, based on their disability, they will say, well, this is an essential component of our class. And I'm like, show me where you specified that that is. That that's clearly listed for students and that they're aware and tell me where you take them through how you're describing what that looks like. So and then the grading policy. So that is also key. I think. How many of you have had instructors who you may not have gotten the syllabus ever for the class? Yeah. Or it's been so minimal you're like, I don't even know what's going on, like, when am I supposed to get this project in etc.? Okay, so it's about giving people all of the information and thinking strategically about how you're creating the course. Giving examples of assignments and rubrics. I love this idea. Have you all had instructors who have done this before? It's great to have a visual, right, especially on any kind of project that you might be doing, or something where you're like, what is the expectation here? Because I could write something that I think is absolutely amazing and turn it in, and you may think it's the biggest piece of crap. So please tell us, you know, tell me what you're looking for here. Okay. Providing an assessment schedule, or an exam schedule, a quiz schedule, that is critical. Those things can move around. But again, it's about people being able to prepare for what's coming up. So if I think about, from my perspective for students with disabilities, there's a lot of pre-planning that goes in for somebody with a

chronic medical condition, for example. They might not be feeling their best every day. And so it's really important for them to plan and know what's coming up. So when they're feeling well, they can use that time most effectively. So if a faculty member doesn't have that information specified, and you go to class today, for example, and they say, okay, we're going to have a test on Monday, but there are already things that were competing and now you're having a flare in your condition. It's like a perfect storm. Okay, just an example. Choosing digital textbooks and making the reading list available early. This is an easy one. Not everybody uses traditional print text, right? We, there are students who use screen readers, and that includes students who are blind or who have learning disabilities or other challenges as well. We have a lot of students with mental health challenges where maybe medications are impacting their processing speed and their ability to kind of retain information, you can use text-to-speech to help them. So they're not only getting it in a visual way, but they're hearing it as well. So something to think about. We, this is one of the things that we try to push a lot because then it's what we're what we are doing, what our office's doing on the backside, is that we're taking that traditional print text, and we are contacting the publisher. And if you know anything about working with publishers, it can be really challenging at times. I think they've gotten better about providing us accessible textbooks in a timely format. But still, and then ultimately, if they can't provide us with an accessible copy of the text, we are cutting the binding off of the book, using OCR technology, scanning it in, and then, scanning it in using OCR technology and then going through and manually cleaning up the book once it's been converted into a Word doc. Yes, any questions about – it can be time consuming too, so. And imagine if you're a student who has not only just one textbook, but your instructor has copied a chapter one of the most obscure texts you can think of, and have posted it up for you to read. So we're also, the student is looking to us to convert that as well. So especially if it's not, if it's, again, if it's a photocopy, right? Just not embedded text, so screen reader can't read that. So, questions so far? No? Okay. Okay, um, this is more kind of about in class and how to engage people. How many of you have known somebody who just love color a little bit too much either on their website or in their PowerPoints, etc, right? So we try to get people to think about what are good contrasting colors that you can use? We usually when we do presentations, always use the white background with the black text on that. Carolina blue is particularly problematic in all of – our ITS folks have done really well with kind of changing the color slightly, right, but not completely altering it. So it... anyway, so that the contrast is great, but I'm thinking if if you're like, Carolina blue background was white lettering or whatever it might be. So there are contrast checkers and things like that, that can assist. But just being mindful of that and what that means, including images and videos. And with your images and your videos, especially your videos, making sure that they're closed captioned. How many of you are watching Netflix or Hulu or livestreaming things and turning on the captioning when you watch? I always do I – for everything now. So and we it's becoming a little bit more, what I would say, kind of mainstream. And folks are kind of realizing that closed captioning benefits everyone, not just folks who have a hearing loss. And some people are in the library, listening and engaging in material and they don't want to maybe put their earbuds in and they turn on the closed captioning and all of those things are happening. [Laughter] And then always, if there are images, right, in PowerPoints that you're kind of describing what the image is. The classroom with people seated in chairs and at like, pulled up to desks. Something really clear. Not too detailed, right? Sure. You need to go with stacks of books on the desk and the teachers wearing a blue tie and right? But just something clear that describes the overall picture. So that's the case here. That's the case on the web. That's the case in Power – in other kinds of like Word documents and things like that. Because it's not, what's going to happen is a screen reader's just going to look over that and be like, blank, like there's nothing there for them to see. Right? Or to digest, I should say, but. Make the notes and outline view of the PowerPoint available in advance, in class, and after class. Sometimes that's challenging, and I think that faculty, some faculty, will make it available after but not before, because they're afraid if they make it before, students aren't going to go to class. Right? And I appreciate that. But if you are thinking intentionally about how you're designing your class, right, where you're being engaging, you have, you know, participation is one of the key kind of components in whatever way or shape or form you decide for that to be. You know, I get that concern, but it's helpful, right? And since some, especially for again, not just thinking about it from students with a disability perspective, but for folks who don't have disabilities, just thinking, what do I need to anticipate happening in this lecture, let me get my own notes and outline ready to go for the lecture because I can prep a little bit more and just be ready to be note taking and, you know, hit the ground running. Avoiding red

and green, 'cause colorblind issues and other kinds of things. Those are the biggest two colors I think that I would, I would avoid, so. Okay, different ways of representing essential course content. Talked about videos, captioned videos, podcasts, websites, and then some people are also using, kind of, are using graphical representations. Have you all been using those at all? Do you know what I'm talking about? Okay, we're going to get there. Mind-maps and flowcharts, basically. So let me, I kept wanting to come over here to the keyboard but it looks like this. Right? A little bit busy, but where you have the main idea, and then you're kind of brainstorming. So if I said, if I was creating my own graphical presentation about ARS, it would be identification with ARS, fill out a self ID, and submit your documentation. And once those two things are completed, then you will be invited to or have an accommodation meeting. And then from that you will send your instructor notification letters. So just thinking about it that in a more linear way for people to kind of visualize it from a visual learner. Let me see if I can go back. Okay. Um, I think it's pretty much talking about scaffolding, having students construct their own to consolidate information to make it digestible for them. And allowing time within class to do these things, right, and using a representation, visual representation of that, and there are some tools, like Popplet, X-Mind, Freemind, that you all can take a look at, we have students who are using this to prepare for many different things that could be a paper outline, it could be to explain a rather challenging concept for them to wrap their heads around, if they're using a study group, etc. And I don't know something and I'm trying to come up with a particular example. But I'm thinking about, like an organic – organic chemistry and chemical reactions and if this then this kind of a situation, so. But it also even in English and main ideas. So we're studying World War II, and we're going to start from Pearl Harbor and then move on from, from that, so. Okay. Handouts. Yes. How many of you actually have instructors who give handouts now like paper handouts in class is stuff fairly common? Okay. Huh?

>> Going to say, not for me.

>> Yeah, I was like, I wonder if this is still.. We – so I still know instructors and I can't remember their names, but who were using like, you know, just writing on the chalkboard kind of stuff, which is great. I love the chalkboard and writing on the chalkboard with that and then traditional like overlays on overhead and with the, yeah, it is old school. But I was like, well if it works? But... So, things to think about in this are any kind of handout or material that you're putting out. What's the font size? The font and size, the justification, we have some tips and recommendations for the font to use. Interesting. I had a parent come in with their incoming student, I can't remember because the weeks are blurring together. This feels like it's been two weeks today. It's just been a four day period. But... Yeah. But our business cards have large, larger font on them, for obvious reasons. And she's like, wow, this is great. I was like, isn't it though? Like, it's just clear, it's easy to read. I mean, I find myself having a challenging time sometimes reading people's business cards, especially, you know, their email addresses. So we, again, an example of using a larger font size and using specific font to help in terms with the digestion of information. Electronic handouts. So using styles to organize the headings in Word. This is a big one and easy to do. If you think about it, especially for screen readers, if you went in I love myself some bold, right? I will bold, the headings, whatever, but that's not going to help if you don't organize and use the styles within your Word document, because it's not going to make it searchable for somebody with the screen reader. And so something to kind of keep in mind and use for accessibility purposes. And then also use the Accessibility Checker in Word. There are multiple accessibility checkers that are just kind of out there and available. One, and I'm going to talk about this a little bit more, but one website that we're trying to put a lot of information in is digitalaccess.unc.edu, which Simon I'm sure shared last time, potentially? Maybe not. Nobody knows? Digitalaccess.unc.edu. So if you go there, we're really trying to give some – we being ourselves, ITS, equally opportunity and compliance, folks that are working on larger digital access initiatives on campus, information that people can use, web developers, etc, about making materials accessible for something to take a look at, okay? PDFs can be made accessible. But again, it's more work right? And so Word document if it's created in a way that easy to navigate is most accessible, PDFs can be kind of a pain at times. Yeah.

>> I have a question what's, why is Helvetica? What is, you know exactly...

>> Studies have proven that that particular font, that there's something about it, that it's just makes it easier for folks to read that's more digestible information, especially students with learning disabilities and ADHD, etc. So who knows? I don't know. This is what I hear. This is what we hear. Yeah.

>> So I just wanted to back to the Helvetica thing. Yeah. I understand that it is good on print, but it's not really a web-safe font

>> Right, right

>> It doesn't work on all devices. It's also copyrighted. So it's hard to get permission to actually use it on websites anyway.

>> On websites? Yeah,

>> So it's definitely great for print, though.

>> And I think that's why, I mean, Simon strategically said it in relation to the handouts particular piece, not on the websites as well. Great. Question? Yes.

>> What is it about PDFs that makes them so annoying?

>> Annoying? Yes. I think it's that depending on... So it's about the text and how it can be manipulated within the PDF document. And that's what makes it annoying. So thank you for asking. Because if the if the words can't – aren't searchable, there's nothing for students to, the screen readers to capture on to to read. Right? And so I think that there's a lot of misconceptions about that. I think the other piece that's challenging, you know, sometimes we get from some offices is that they want to use PDFs because they don't want people to be able to edit the information or the handout that we have available. And so then it becomes how do I make the, again, how do I make it accessible so that the screen reader can read the text and also have free form fields within that. And so it just adds a little bit of a layer of complexity. I'm not sure that I mean, I definitely don't know how to do all of that. Folks in here are PDF whizzes? Yes! Huzzah!

>> I can help you if you need it.

>> What what's the recommendation though if you have a PDF and you want to make them accessible, is it just a matter of converting into a Word document or...?

>> In Adobe Acrobat, within Creative Cloud, you can go in and edit changes directly within the PDF without having to move it back-and-forth.

>> Yes.

>> You can also like, if you're trying to do screen reading, you could actually just run a screen reader out and check it for yourself if it works as well.

>> Yes, there are a lot of free screen readers out there and students can actually get ClaroRead, which is a text to speech program for free through software acquisitions that's available. So something to think about and consider, and it has its own OCR capabilities within that, which I feel like that's a hidden gem. But if you feel like you want to uncover the gem, you go to software acquisitions, then you can get it. And we use it periodically, predominantly, actually for converting in our office. So again, it's about making the handout and materials available before. It's about outline notes. Maybe an instructor posts their general notes or outline before or after class, right? And then we talk about a little bit later. But we also suggest that as a class, people identify a note taker. I do this in any kind of group that I'm in typically. If we're in a large group, committee meeting, whatever it might be, who's going to take notes for the group. Not that

everybody – not that folks aren't going to take their own notes. But it's nice to have a designated note taker. And then that person shares the notes with the rest of the class. And then checking the accessibility of the PowerPoints to be made available online. So. Yes. Offer different ways to involve students. And I know I've talked about this a couple of different times, but classes involving small group work, whole class discussion, hands on activities, right? Again, it's about appealing to multiple people's learning styles, and making sure that they're able to digest the information. Kind of an opportunity to pause to have a natural break in the class where students can kind of collect themselves and think about, or, you know, this is the case for me as well, think about how I want to summarize the information that I was hearing. I'm sure we've all been in lectures before where we felt like the faculty member has talked to us for minutes, there's been, and you just don't know how they breathe, because there hasn't been a pause and you're writing frantically to keep up. It's just kind of about that natural pause to allow a little bit more of a time of reflection and consolidation. Discussion of questions, notes and content kind of a think pair share, doing a short assignment. So at the end of the class, a short writing assignment or a graphical representation is maybe what's learned as an assessment even for not only what a student has learned, but how effective the instructor has been, right, for that particular lecture on that day. I'm getting all the things over here. Yeah, problems they encountered, what they liked and did not like about the lesson, and how they understood the concept – on the concept. So. The one interesting thing I will say about hold on, I think we're going to get there. So this more dramatically talking and thinking about a flipped classroom kind of style. Have you all been in that type of classroom setting? Thoughts about it?

>> What does that mean?

>> Yeah. There's, there's variations of so we're more of content and lectures are available outside of the class and then you come to class prepared to engage in conversations around the content. Basically, in my layman's terms. Is what?

>> What is revolutionary?

>> Some people are using you know, some people will play the lectures that they video recorded in the class for a period of time and people are doing it in various different ways. So thoughts on if you have that type of classroom experience.

>> I really enjoy when instructors have the classtime devoted to doing homework.

>> Yes! And they're available to answer questions. Saw some yeses for flipped classrooms up here from folks who experienced it? I hear mixed feedback.

>> Yeah, I'm trying to think back it was it was a while ago and it was for like a programming class kind of? So it was kind of difficult, so like if I didn't know what I was doing and then we come to class and like do an exercise and then it was typical... it was little more difficult and you know, we're in a computer lab so it's not like I had a whole lot of like discussion time. So it sometimes that worked for me, and sometimes it didn't so much.

>> Yeah, I worked with one student who had to spend a significant amount of time, right, outside of class digesting materials. And so watching the lecture outside of the class in preparation for the class, in addition to all of the reading was kind of an overwhelming experience, right? And where she really wanted to be able to go into the classroom and have, listen to the professor and synthesize that, you know, information than that in that way and I, you know, definitely get that. So again, I've heard a mixed bag. Recording classes, much like we're recording this and have it posted outside so people can go back to. There's also some great technology and other things that are available for recording. So as an accommodation, we are loaning out audio note takers, which essentially how many of you know about live scribe smart pens? They're a little, there's for kids, old school now... People are still using it. But essentially you record, can record via an app on your phone or with your laptop. And then the online platform is one in which you can

pull in the PowerPoint, as a presenter or instructor is using. You can have, there's a note taking pane. And then there's your audio recording. And you can go through and highlight the priority audio sections or delete fluff, and so that it's paired directly with the slide and what I was talking about at this particular point in time, for example. So it's pretty amazing.

>> We now have pens that record and, yeah, and like timestamp it. Interesting.

>> Yep. Yes. Podcasts, Google Docs, you know, offering Skype or Google Hangouts for meetings, advising and to offer feedback or Zoom as well, right. It's great. Encouraging partnership and group work like study buddies and that kind of thing. I mean, there's some folks that don't want others to talk when you go outside of class about the material, right? Especially that might relate, you know, to an exam. And there is some kind of fear, right, with Google Docs and other types of things that people are using it as a mechanism to share information that's on examinations that maybe other students haven't taken yet. That happens, but there are ways to think creatively about, you know how to put the parameters around it to make sure that everybody is following the instrument here at UNC.

>> So like, not reusing the same test over and over.

>> And that's true too. Yes, or it becomes files, and yes. I have been starting to tell instructors that I just think it's a good practice to probably have four or five versions of the test that is equitable, right? So we're having you know, situations and this is not uncommon is for students who like where life happens and they need to miss a test. And then a faculty member is like, well, I'm gonna have to spend all this time writing another exam. That's something you can think of at the beginning to go ahead and write version A-B of your exam so that she can dust those off and give them out as needed. And you need to, so. I don't know, I've never, I've written one exam when I taught Education which is not really, you know, it was great it but it was more of you know, just the free flowing kind of exam. So I understand that it's challenging especially if you're getting into you know, economics for example and where you're changing all of the figures and all of the narrative. I totally get it, so but again, doing that at the beginning is the best part. So. Offering options or different ways for assignments that assignments can be completed. So, again, we've talked about some of these or I've mentioned some of these like oral presentations, videos, creating some kind of game or project. Other ways to be assessed. Activities using different number combos, combos like individual partners, small groups... Model processes and suggest timescales, offer opportunities to refine a submission or reallocate a submission following feedback. I love this strategy, especially for larger papers or projects where again, it's that assessment point where you know how you're doing. It's not graded at the lower stakes. And then when you're ready to turn in big assignment, it's already been looked at. Testing accommodations, I'm going to take a moment here. Take a moment and take a pause. Universal Design and Learning would say that if you had a minute class, and you wanted to make sure that everybody had additional time, right, you design something that maybe takes minutes and let the entire class take, you take the entire time of the class. However, legally, from an accommodation perspective, even if you did that, for our purposes, we would still, you're giving everybody minutes as an instructor, which means that we give people an hour and if it's % additional time, okay? So this is kind of one of the areas where there's a little bit of a collision. So we've had it in the past, and this is I think, come out – basically in not so long ago, case law in which they found that a university was in violation and did discriminate against student with a disability because they didn't permit them the full amount of extended time that they were entitled to, even though the professor designed the assessment to only take a specific amount of time that was well below what like that was like minutes of a minute class. Does that make sense? So it's kind of – that was an interesting one, where Universal Design and the law colash – clash and collide, so...

>>That's interesting though, because we've had discussions about like people who don't have resources to get diagnoses, or people who don't choose to disclose, and like...Yeah, it's interesting.

>> It is interesting. Happens more so I think with finals, right? Where faculty will say, this final is designed to take one hour. And that's typically what it's taken people in the past. But I'm giving everybody three. So the student with % additional time will have a four hours and minutes. Yep.

>> Some of it it did. Right.

>> It's not gonna hurt anyone.

>> That's true.

>> Okay, that's just another thing to think about when we talk about that whole discussion on disclosure and nondisclosure.

>> And extended time, right, is interesting in terms of, you know, people, there's one camp that says, if you don't know it you don't know it, so it doesn't matter how much time somebody gets there. I mean, are they really going to be able to demonstrate their knowledge if they if they don't know it? That's one... have you do your... [Laughter]

>> I mean, that's not how people work.

>> I know, I'm just saying this is what. Yes, and then other folks who feel like, you know, providing more time if it isn't warranted is an unfair advantage. I know, the same as what folks from an unfair...unfair to, if you... If we provide, it's just about grant the granting of extended time, right? And how % % % of % is how I'm kind of thinking about it, and how people, how people look at how do we know how much more time a student needs to complete an assessment that is equitable, and leveling the playing field versus is there a point at which too much time is being granted for this particular assessment because it creates an unfair advantage. That makes sense? It's hard to assess and measure all of that...

>> But I think whenever you're comparing students...The goal is to like rank your students.

>> And each class is, here especially, we, I mean, it's so different that some of the classes this is not an issue and some, I would say we hear from, you know, it's very individualistic. So, some classes it's more important than it is for others. Right. So, um, other testing accommodations. So low distraction environment, stopped clock. Basically, we are granting that the students can stop and manage their, the conditions of their disability or the symptoms of a disability, the impact if they're having a panic attack, or they need to attend to their chronic medical condition. But you can structure these things. Again, somewhat into your class. If you wanted to give, design an assessment that takes one hour and you gave everybody two and we're fine with giving students with disabilities whatever extended time they had based on that, you can still use that principle. Providing a natural break in class for people like during the test to be able to step out. Breathe. I mean, what are what are folks going to do? They're going to go down the hallways and into the bathroom and utilize notes, I don't know. I'm like, what are they going to do? Maybe? I don't know, we have had that happen before. Like full of, you know, and desperate times call for desperate measures, right? And so I never... We have a testing center as a part of our office where we proctor students with disabilities. And so it's interesting. So we see students who are using unauthorized aids and so for me, it's always like, man, they must be feeling really, you know, stressed and what's going on in their life to have gotten them to, you know, to make them want to use a particular aid on an exam. We can talk about that a little bit later, but I tried to, you know, we look at it more from, people have bad behavior, sometimes. Let me just use my five year old... People have bad behaviors, including my own, I'm not going to hold it against somebody. So one of the biggest challenges, I think we run into are quizzes. In terms of accommodating. And even though I know that they are awesome assessments for faculty if there are lower stakes quizzes, to kind of assess and check in, but if they are a part of a class, like class time, that's when it gets really interesting because if you think about a student, who's using accommodation, when are you allowing time for them to have the extended time? I have a five minute quiz. I'm like, Okay? And then, but I can't... are you allowing students

to come in five minutes early to test. The students are concerned about disclosure. So is there a separate room that you can use? Are you using pop quizzes, don't even get me started. Don't use pop quizzes, but it's my

>> Why not? [Laughter]

>> Don't do it.

>> So I have a question. Sure. So let me tell you about. Here's my question about my they're writing exercises. So this is what I do, and tell me what you think. OK. Help me fix it if it's wrong. Okay, great.

>> So, I, I do, we know this is a standing thing, four times a semester, right? We can have a writing exercise, a minute writing exercise. And open book. That is a short question or summary of something that you were supposed to read the night before. It opens up, and it closes in Sakai minutes later, and then at the end of class it reopens until the following night at midnight.

>> Okay, great.

>> You can go back and change it. And I'm not going to grade until after that. But then what that does is tell me like what you submitted the first time and I get see what you submit after it reopens...

>> I like it.

>> Okay, but if there's something wrong, like, I want to fix it.

>> Well, you know, part of.. No, I mean, I don't think that necessarily there's something wrong and because you're giving people an opportunity afterwards to, to tweak and refine it, and you're just using that as an initial measure of, and I'm, you know, what we what we've done in the past for students where there's been that type of quiz, it just depends on the student, right? I mean, because what they would be required to legally versus what a student is comfortable with and comfortable with an instructor. So for example, as an instructor said, Listen, don't worry about what, everything that you can get down, that's fine. I'm going to look just generally at what you've done just to make sure you have an understanding and if there's that type of relationship then and, and the two people feel comfortable about that, then that's great. But legally, then they would have to be providing more time, if you look at it from that perspective, where some student might say, I, this instructor and I have had an interesting relationship, and I am not quite for sure that I feel comfortable within even just assessing my brief minutes, you know, a minute writing objectively. But I think, how long do you keep it open, till the next class period?

>> Like hours.

>> Yeah.

>> The next day at midnight. The class is at 9 in the morning, it's open 'til the following day.

>> Like a quiz/take home assignment. Yeah.

>> Yeah, a page of writing.

>> Yeah. And I think that you're providing the opportunity for people to go back and tweak. And if you're setting parameters to say, this is only a one page, one page, just do it within the time that you have within the time frame that it's open and tweak it. I don't see any problems with that.

>> So how can I make it worse? Like how can it be horrible?

>> How could it be horrible?

>> I'm asking because like people in this room are going to be instructors. So don't do that.

>> Yes, well don't do that. Well yeah.

>> I think what would be bad is having it be set for minutes and then not allowing any additional time afterwards or a more narrow amount of like timeframe without parameters. So if you very clearly said one page, you can go in and refine, you have this much time to do the business. Versus not having, not saying how many pages or the that exact structure right? Like a free for all. So I do this minute prompt and then after class and am I, remember, four pages? Five pages? Let me just write everything I know on this, right? So I think that's what would make it bad. Lack of clarity. And, ok...

>> Ok, ok.

>> Improvement for self. Thank you.

>> You're welcome. By the way, if you, we really would, we being Simon and I, are really looking for a class where an instructor is just, I, developing the concept so that we can work with them from point A to point B to make sure that it is, that we design it with Universal Design principles in mind. And we've offered it to folks...

>> Can we nominate someone anonymously? Is there a process for that?

>> Is it me?

>> Okay, okay. You know, we invite ourselves to, when we know that somebody, like if we hear from our fellow faculty or an instructor that somebody is creating, designing a class, we will reach out to say, Hey, we're on the street, that you are developing a new class and let us help you with the content. Sometimes that has worked, right? There is not one class that we looked at from start to finish that we incorporated all Universal Design practices and principles. We talked about it with the education and – received... It's University class. And we've – I know, in the School of Education, and we kind of you know, we're working with them about some strategies related to that Universal Design trend. Okay, so quizzes. Have them, be mindful of them, don't have pop quizzes. I once had a student, like, a faculty member was adamant about pop quizzes in their class. Okay, in order to have it be a true pop quiz. So that the student didn't know. And, right? Because it was about how do I use my extended time, and how do I plan to use that? They email, the instructor emails between 8 and 8:30 in the morning before the 9 o'clock class, and the student was supposed to be on email, so that if they knew that the pop quiz was happening, that they would go over to his office hours. Yeah, right before class started and start testing and then test him. I know, I see people's faces, I know, a mess. So it's that kind of level of negotiation, right? Pop quizzes present.

>> As someone who commutes that's ridiculous.

>> I was, and it just so happened that was worked out. I mean, at the end of students felt comfortable with the resolution, the faculty felt good about it. So I was like, you know, okay, you feel good about it? Because they were already just, they had already been on campus, and they had a natural break. And they were just kind of studying so they're just like, yeah, I'll just check my email. Okay. So again, remaining true to the pop quiz. Don't have them.

>> So actually as an instructional designer, this is one of my biggest cookies for trying out hybrid or online learning. Is that for quizzes, for your assessments, and putting them on Sakai, you don't have to have any disclosure in class, to have an extra accommodation.

>> Yes. And it's easy, well, the newest update of Sakai is going to make it easier to do – to create, give individuals extra time. Right? Right. I know. Because, yeah. Some instructors were like, oh, man, I'm like, yeah. But I can just, you know, do this. We have to do it online. Or get a student leader to help you, I don't know. So again, just kind of three main areas: variety of assessment options, different types of instructional delivery, and then providing materials in multiple formats, pre- and post- class. So, and it's a benefit for everyone. Which is great. Because if you think about the comparison of Universal Design, like in architecture, airport bathrooms with no doors, brilliant. Push button, helpful for everyone. Curb cuts, that kind of thing. Right? Larger bathroom stalls, actual acceptable larger bathroom stalls, not ones that they say they're accessible, and I can't get my scooter in... just saying. I know. I mean, thankfully, I can, like use this for my long distance travel but like, you know, I'm barely mobile. I can. I will, I can walk. But I just find it ironic that when my scooter's parked outside of the bathroom stall, is an accessible stall, in the bathroom. Oh, the good times. So I did have like a turn in talk, but let's just talk about, just what questions do you all have? Suggestions? Thoughts? Yes.

>> Sorry to take up all of your time.

>> Oh, no.

>> But in one of our readings earlier in the semester, there was limitations on Universal Design in general as a philosophy, and I'd love your thoughts on how to respond to people, to particular, which was that product design using – or learning design, with using UD might not be accessible in practice? Just like the example that you shared with us earlier.

>> Yeah.

>> And that it doesn't necessarily require designers to work with disabled people.

>> Oh, yes.

>> How would you respond to that? If you were, saying, writing a paper on Universal Design? [Laughter]

>> Okay. So, pop quiz. I feel like, you know, I acknowledge that there are some instances, right, where Universal Design may not be, right, where there's a, there's a collision, on what it's like the example that I provided. So repeat your question for me, that would be great.

>> So the first is that it might not be universally acceptable in practice?

>> Yes.

>> And then the second is it doesn't necessarily require disabled people to be involved in the design process.

>> That's true. But when are people... I know people I know, are asking people to be – people with disabilities to be involved in the design practice anyway. Right? So I feel like it's like six of one and half-dozen of the other. Universal Design is a framework and allows the opportunity to address that. And there's, yeah, I mean, I don't know any instructors that, again, or why we're having to chase people down and say, hey, can we help you design your class from a Universal Design perspective? And individually educating people to say, have you thought about maybe doing this a little bit differently? It's hard. It's hard as a staff member to tell an instructor how I think they might want to tweak their class. So you can imagine that conversation is delicate, it's a delicate one, diplomatic. Some people are more open to it than others. But right? There's definitely a hierarchy. Because I'm not a faculty member, sometimes I think, not for all but some, right? Or, like, what do you know about it, what do you know about it? Well, I see the impact on

students. So that would be my – for that. And then, I think, you know, Universal Design not being accessible. Repeat it again, for me. Universal – I'm asking...

>> UD not being acceptable in practice (in practice) even though it follows all of the framework.

>> Yeah. I mean, if you are assessing, though, how effective that it is, and whether or not it is – it how it's working in practice, then I feel like you could make the judgment of okay, right? If you're checking in with students like this is this, this doesn't make sense, or this isn't working for everyone. If you're creating that type of environment, where students either providing the verbal feedback, or you're checking in with them like this is, these are my problems with it. So that's, that's my, those are my two, kind of somewhat interesting answers. My mind is frazzled today, yes.

>> I mean I feel like it's not going to be – nothing's going to be a panacea (Right) that requires, I mean that alleviates your responsibility to check in.

>> I think about it in the work that we do sometimes from a social model, a physical disability, and versus a medical model of disability. Right? And do all you, does everyone know about the models?

>> Yes.

>> So just in how the practice of what we do, social model on the medical model sometimes clash, right? Because we are looking at the documentation and the information to determine what the impact is to determine what accommodation to make to address the barrier. And there are some times when we can talk about the environment, and we can try to make it as accessible as possible. But it doesn't always happen. Like it doesn't always come to fruition. I feel like sometimes we are more of the fixing, right, place, then we are as the proactive place. And, not that we don't try to be proactive, but the volume of, here are the issues that we're experiencing. Right? In our classroom. So, I don't know if that makes sense. Or even do just on campus and general

>> Kind of like the discussion we had with Steve about special education law, right? Like legal frameworks, to some extent, for medical and to some extent are social.

>> Yeah.

>> And they're a lot of times about remedies and compliance.

>> Yes.

>> And not, not always about, like, so much more holistic (Yeah), creating environments better. So I can, yeah, I can see how some of those clash some of the time.

>> Yeah, so I think about that, then in terms of it's not always accessible for you know, folks.

>> The alternative would be to do what... nothing? Or not to do it? I don't know.

>> Man. Yeah. Well, I think I also see, you know, think what's interesting now, right? We're talking about it from a resource perspective, and how people are designing their class. Because they're here, they're more classes, people are students are wanting more classes. There are, I feel like you are faculty or faculty taking on more classes. And so a lot of times, some of the things that we talked about from a Universal Design perspective, are a little bit more time intensive, in terms of the faculty member instructors involvement. And if you have three classes with students in each class, and you don't have a TA, that is a significant amount of work. So I think there are some times when we talked to instructors, and they say, yeah, I would love to do this, and I'm incorporating it to the best of my abilities. But it's difficult. The reason I have four tests, that

I have people, right, you know, multiple choice in the scantron on, because I can't manage the students, you know, assessment in any other way. They're just too many. So I think that's also really unfortunate. Obviously, I see it happening more, I think, from a, from a more of a science perspective, right? Or some of our general education introductory classes, like the Biology can, Psych, large volumes of students in those classes. I can't even imagine having a class with people in it, to be honest with you. Teaching it, and being in it as a student. So. So I think sometimes Universal Design lends itself more to particular disciplines, depending on right? I, just how the nature of it. Okay. The other things I put, we put some campus resources together. There are some easy things you can do. So, at the digitalaccess.unc.edu, there's a PowerPoint template that's uploaded that Simon just put on there, right before I came over here for you all. And it's an accessible PowerPoint template that ITS shared. Something about Twitter and hashtags. Anybody tweet in here? I don't I do not have Twitter. Alright! I'm impressed, I am. But it's the thinking about capitalizing words within your hashtag. Yeah. And then let's see, in any of your kind of social media posts, you know, thinking about the video piece, and the pictures, describing that, this is a video of... this is a picture of... and then videos with closed captions. So the law is actually. We're in a really interesting place, right? As technology involves, or evolves, and then what does the, what you do regulations say about best practice as it relates to Twitter and Instagram and all those things. Fascinating, but... And let's see what else I have to say. Yes.

>> I have a couple of questions from online.

>>> Yes. Oh great.

>> Is how do you deal with professors or students who are not native English speakers? This can be difficult for people to understand what's needed just in general if they are...

>>> Yes

>> require combination. And then another question, would be does the constantly changing technologies and different platforms offer specific challenges you can speak of?

>> Yes, indeed. Okay, so let me start with question number one, which I'll ask you to repeat. I appreciate it.

>> How do you deal with a faculty or students who are not native English speakers?

>> Yes, I think, you know, it goes back to making your information clear and concise. Right, if we think about it for in speaking in, you know, really kind of a direct, you know, language about what is required. And then making yourself available, right, to be at answering questions, clarification questions, and things like that. We get this a lot, the Writing Center here actually will work with, works with students and work ESL, and they have provided some great resources, just as an FYI, if folks have not heard about that or checked it out. They're a pretty phenomenal. Gigi Taylor's the one that kind of heads that up. And she's amazing in that regard. But I think it's about making the information, again, clear, direct, and easy to wade through. So this is, you know, I'll admit, sometimes I take way too long to explain a simple thing. So if you're thinking about, I'm writing in the way that I'm speaking, going back and editing and say, how can I cut out some of this to get down to what I'm actually asking people to do, right? And I'm sure you all have experienced that with various people in various ways. People's websites that are too wordy, where you're like, what? You know, so. So that's what I would suggest in that regard. And I hope that was helpful online, folks. Hello. And then, I think with the emerging technology, there are challenges that offer really positive things, depending on, kind of, what's happening. But I think the, the challenge is, let me see if I can, it's just the non-accessibility of, right? And people wanting to adopt something and use it. And it's not accessible. And I, I have not told people, no, you can't do that. Right? I think it's interesting, or I've just said, it's not accessible to all, so you shouldn't be using it, is typically how I frame it. But there is such a thing as where's the balance of accepting some risk to try out a new technology that maybe will become accessible versus making sure it's already accessible before we adopt it. And then knowing if somebody has a challenge with

it, and it's not working, that you completely cut it out? Right? There is a huge lawsuit about the University of Arizona, Arizona State, like a faculty member using Kindles in his class, and at that point in time was not accessible, and quite some time. And so then the student filed a complaint about discrimination because it wasn't accessible. And they weren't able to use the information, and then they had to discontinue use for the entire class. And they should have they should have been using it to begin with my opinion, but... So I think I'm not answering the question very well, but it is very gray and we try to consult the best that we can with folks on it. The Digital Access Initiative that's happening on campus, my hope is that there's, there is. This is not my hope, there is going to be a digital accessibility program here, in which there will be a head of digital accessibility, and then accessibility consultants to be able to talk to you about, and put information out about, here's you know, here's what we're doing, and here's how we're moving forward, including procurement, right? Purchasing of software and technology. So

>> Is that's gonna be administrative or academic? Like is that's gonna be like...

>> It's in ITS. So it's administrative.

>> So I, we talked a little bit about this a couple weeks ago. But this presents a real challenge for professional schools, right? Because that there's a lot of (Yep), there's a lot. So our students have to be trained on what's used in the field (Yes) to some degree, which isn't always accessible, right?

>> Yes.

>> And so then it's like, we're in this weird Catch . Like we can't really influence purchasing for jobs statements, right? (Right.) And people need to learn how to use things that are used in the field. But these things are not always accessible. And that's really problematic. So, yeah, I don't expect you to have an answer to that.

>> Thank you, I was just going to say, Yeah, I know,

>> We had this come up before.

>> Yeah. And we'll continue to. Yeah. Well, I think too, you know, if you're thinking about it from a technical standards perspective, right, the non-academic standard kind of piece of it or even about, you know, talking about a profession's standard is that these are the, these are the things that people are using out in the world. And we are teaching students to use these things, even though that they are not accessible. But what you are teaching students to also do in collaboration with us is how do I make that accessible? Or what's an equivalent that essentially could, you know, be the same thing, right, a similar platform that is accessible? So...

>> Or you go out and make things.

>> Yes!

>> Okay, okay.

>> Wrap up because we're actually over time.

>> Yes. Thank you so much. Thank you all. Call us any time. And if you ever, when you, if you ever decide you want to teach here, and you're creating a class, call us and we can help you. Yeah. So, or but again, principles apply to a lot of different things. So appreciate your time.

>> Thank you!

>> Okay, I'm going to turn off the recording.