

# UC Davis MAP Meeting

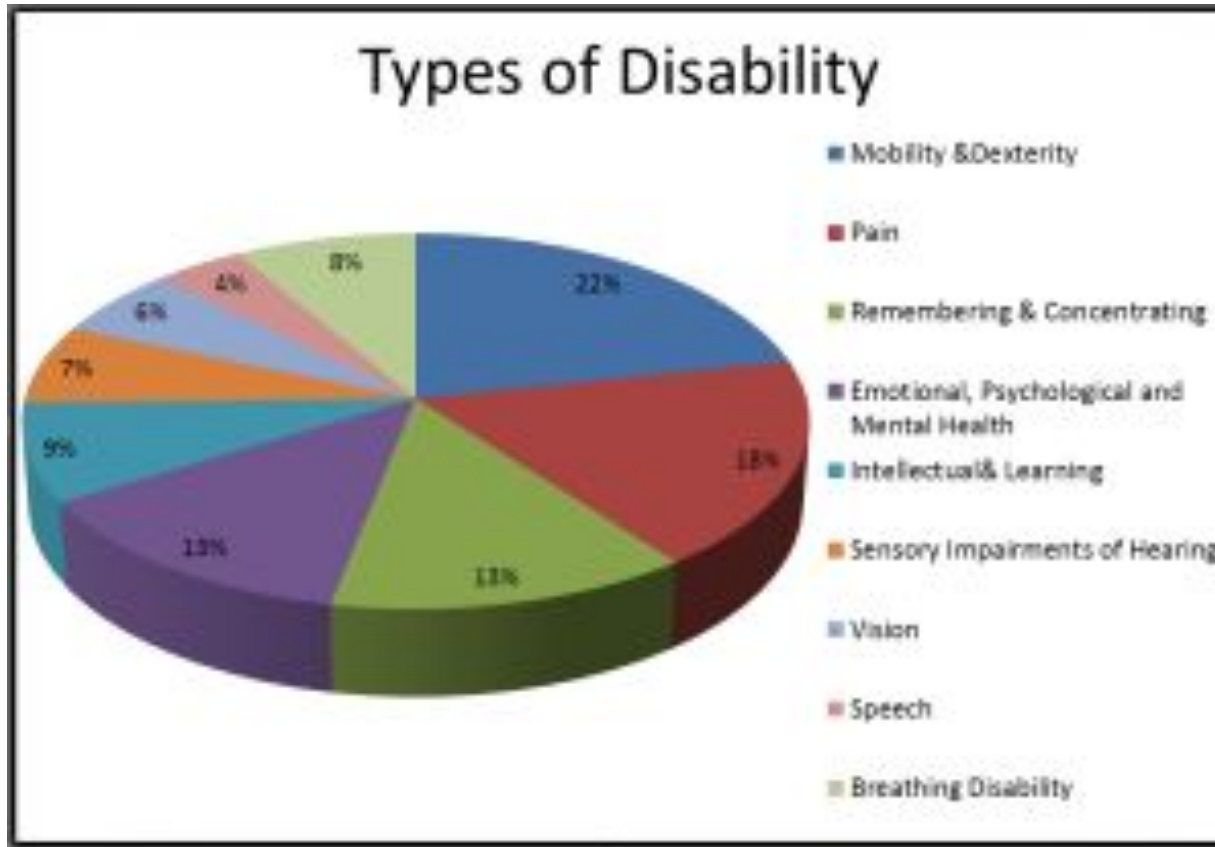
## 1/29/2021

Disability, learning differences, and distance learning



Video

Students with disabilities make up just under 20% of the student body.



A Blackboard ally recently discovered over 50% of PDFs provided for online courses have accessibility problems.

Creating Accessible PDFs:

<https://gcn.com/articles/2019/02/06/accessible-pdf.aspx>



A recent AHEAD (Association on Higher Education and Disability) survey found that 79% of students with disabilities had difficulty accessing needed devices and equipment.

One thing instructors can do? Direct students to the [SDC](#):



Not all online models are created equal for students with disabilities.

Asynchronous (or recorded) classes, live classes over Zoom... there's plenty of variation, all with their own advantages and drawbacks.

-Asynchronous classes offer students flexibility and the ability to better dictate the pace of their learning. But they lack the opportunity for interaction or live questions.

-Live classes over Zoom give students a learning routine and the chance for discussion, but can create access issues and lead to 'Zoom fatigue'.

One thing students are really missing with online learning is the social interaction and community atmosphere of campus.

Beyond the reduced opportunities to make new friends, there are also impediments to informal social learning. Think of a typical campus library. While there might be many students studying individually, you're also bound to spot tables of students working cooperatively. Students with disabilities might be feeling the isolation of online or blended learning more than most. That's why it's important to encourage and facilitate as many touch points between students as possible.

One option? Make more use of breakout rooms on zoom, and discussion boards on canvas!

Video

<https://www.youtube.com/watch?v=5neeP9VUO5k>



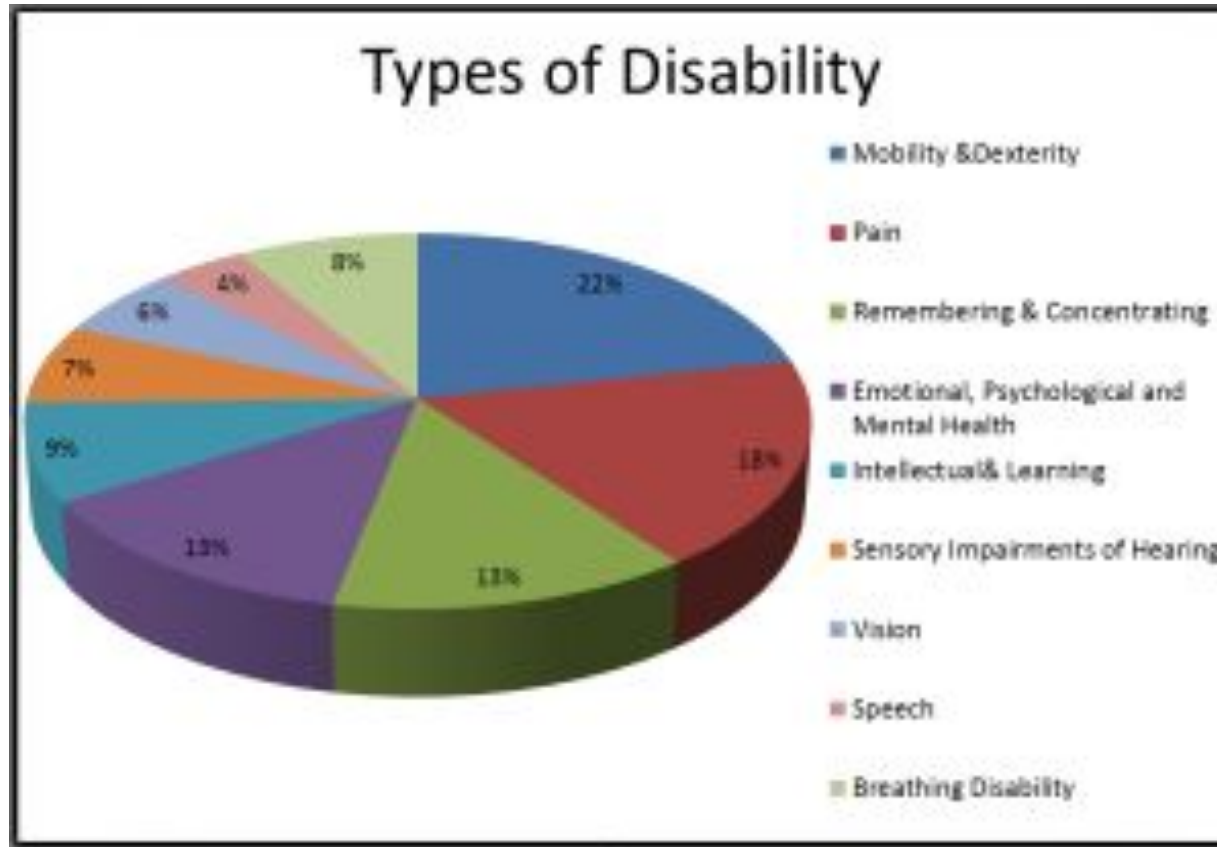
## Accessibility Best Practices:

1. Start quarters off by encouraging students to inform you if they require accommodation. Do not leave this merely as a bit at the end of your syllabus, but make a point to emphasize this, perhaps even prior to going through the syllabus.
2. Encourage students to make use of the “slow down” feature on Zoom, and pay attention to whether or not students are requesting that you slow down the speed of presentation.
3. Take frequent pauses to ask whether there are questions or if anyone needs you to go back over what has already been presented.
4. This primarily applies if you are the primary instructor, but be open to creating alternate assignments for students who require accommodation.

1. If you can, then utilize breakout rooms and other activities to encourage open discussion. The lack of one-on-one, or small group interaction is a significant part of what makes distance learning so difficult for some students.
2. Add subtitles, and perhaps even translation to your PowerPoint presentations
3. Make a text version of your presentation that can be shared w/students who have low vision or are blind.
4. Make sure any images are accessible. This requires that you add image alternative text that can appear in place of an image on screen readers.

1. Likewise, you may need to describe videos. Prior to showing a video in class, listen to the audio of the video w/out watching it to see if the information contained in the video can be conveyed without the images. If the images are necessary, then you can either describe the video yourself or provide the video to students who require accommodations prior to the class so that a helper can describe the video to them.
2. Use high contrast backgrounds and keep presentations clutter free.
3. Be aware that some modes of participation might be difficult for students who have learning disabilities or trouble with fine motor skills. Allow for multiple means of participation, including raise hand, chat, or even leaving themselves unmuted if need be.

# Possible Scenarios and Actual Experiences: Discussions



# Potentially Helpful Links

[https://go.glean.co/blended-learning-hub-improvingonlinelearningforstudentswithdisabilities/?gclid=CjwKCAiA14WABhAJEiwATUnEF2pXGzeeKBEVDSZoS\\_LNkr35MciWcwIG2yoaOYzKJQA6tqWelcQIVhoChNwQAvD\\_BwE](https://go.glean.co/blended-learning-hub-improvingonlinelearningforstudentswithdisabilities/?gclid=CjwKCAiA14WABhAJEiwATUnEF2pXGzeeKBEVDSZoS_LNkr35MciWcwIG2yoaOYzKJQA6tqWelcQIVhoChNwQAvD_BwE)

<https://keepteaching.ucdavis.edu/teach/accessibility>

<https://academiccontinuity.yale.edu/faculty/how-guides/zoom/zoom-considerations-teaching-students-disabilities>

## Video

<https://www.youtube.com/watch?v=5neeP9VUO5k>

## Longer video

<https://www.youtube.com/watch?v=0nliDXHeE6Q>