

Thank you all for joining us today for

EduAll: Back to School Edition.

I'm Scott Ready, and at Verbit,

I oversee the educational vertical.

We're excited to have

10 incredible thought leaders

with us today to explore how we

can work together to navigate

a fall semester that's unlike any other

and continue to meet the needs of

all students as well as

the concerns of faculty and parents.

There's a couple of quick notes here for the event.

You can submit your questions

through the Q&A feature here in Zoom

for each of the sessions that you join.

Then also today we're

featuring Verbit's live integration with

Zoom that enables you to view

a live transcript throughout the sessions.

To enable the transcript,

you can click on the arrow next to

the CC button on your menu bar

and click "View Full Transcript."

That transcript is there and available for you to be

able to also follow along.

Well, all of the session's Zoom links

are available on the boxes featured on your agenda page and so you can exit out of one and join the next one very easily.

With that, I'd like to welcome you to our first session, Falling Back Into The School Year Inclusively.

I'd like to begin today by discussing some things that I've been hearing both from university leaders direct, and in the news about transitioning back into the fall semester.

Many are enlisting online only, and hybrid approaches, and many are taking things day by day with an inability to plan too far ahead.

Then I'll be sharing some insights on what the University of Florida has planned for, and then, turning it over to Kirsten of Tufts University to share with you what her school's plans are for fall and from an accessibility lens.

First of all, Kirsten, welcome.

Would you please introduce yourself?

Sure. Thank you, Scott.

It's nice to be here today.

My name is Kirsten Behling and I'm the Associate Dean of Student Accessibility and Academic Resources at Tufts University.

I oversee our StAAR Center,

which is a combination of
our disability services center
as well as our academic tutoring center.

Excellent. Thank you, Kirsten.

You'll also see on the slide,
Amanda Jackson, from the University of Florida.

Unfortunately, due to a personal reason,
Amanda is unable to join us today,
but I will be sharing
information about the University of Florida.

Let's get started. First of all,
we like to ask poll questions so that we
can have you be involved.

There will be polls that we will be asking throughout
this session just so that you're
prepared and aware of that.

Let's talk a little bit about some of the news
that's taking place throughout our nation,
and some of the insight that we're seeing.

If we look at what's taking
place in Morgan State University,
for example, or with Oregon State,
we see that there's a lot of
institutions that are making the decision
to do some type of a online blended hybrid.

Some are still doing a face to face
depending on courses or

some institutions are doing a full face to face.

There's a lot of different approaches that are taking place throughout the universities for fall semester.

When we take a look at

one example here at

the University of North Carolina in Chapel Hill.

At UNC, we see this class, for example,

where the professor is actually teaching to

a classroom of students that are social distanced,

that have masks on,

but they're also providing an opportunity for

students to join remotely through a Zoom session.

We see behind the instructor

all of the students that had joined remotely.

This is really a great example of

a high flex model of delivery.

For years, we've been talking

about personalized learning,

and the various ways that we can

provide a way so that students are not

forced to learn in a "one approach for all" environment.

With this current situation,

institutions are being forced to really

evaluate the various approaches,

which now leads us in to our first poll.

I'd like to ask you all to think about

this question and to share with

us what your perspective is on

what is your university's plan for the fall?

Are you going to be having it 100 percent online with

no required format for faculty to follow?

In other words, it's up to your faculty to

decide how they want to conduct

their classes? Or are you providing

100 percent online with

a required format for faculty to follow?

Are you in a hybrid environment where

you're combining, to some degree,

both remote and in person, or is

your institution delivering a fully

in-person experience for your students?

As I see the results here on the poll,

I see that 88 percent are taking a hybrid approach,

providing both a remote and in-person experience

for those students.

Now, how that hybrid approach

might actually work out could be different.

We've heard some institutions that are doing

a face to face for clinicals

and classes that require a hands on element to learning.

Then we've heard others that are giving

a hybrid approach but really

leaving it up to the students to decide,

and we'll be talking more

about that here in just a moment.

Next, when we take a look at some of the statistics that were published in Forbes, and really being able to take a look at what the students have said, it's interesting.

We see here that, Harvard Freshmen, 20 percent of the freshmen at Harvard have decided to defer coming back.

We see that 40 percent of expected freshmen attending a four-year residential college are saying that they are likely or highly likely to not attend this fall.

Twenty-eight percent of returning students say they're not going back or haven't decided yet.

When all of this took place in February, and the decision was to move learning to a remote delivery method, a continuity plan was put in place.

What was taking place in education was really continuity learning.

As we all know, a continuity plan is really intended to be a stopgap approach to an unforeseen occurrence.

But as we move into fall semester, what I'm hearing from students, faculty, and parents is, really, the need to move beyond continuity learning to this new approach with sound pedagogy.

This shift is a significant lift
for education institutions and
that have been really delivering it in
a more traditional manner, their education.

It's really interesting to see what's taking place,
the desires of the participants and education,
and making that shift from what was
a stopgap approach to
what is going to be our approach moving forward.

Kirsten, what are you hearing?

Yes, Scott, thank you. I agree with you.

I think in all of
the horrific experiences that
people are going through these days,
navigating COVID and the different things happening,
I think that this is an actually
a huge opportunity for institutions of higher education.

I think we have the space, if,
even if it was forced upon us,
to really think about modernizing the way
in which we are educating our students
and teaching, as a practice, as a field of
practice, to reflect the needs of the students today,
to reflect where we are today.

For me, while this is very disruptive
and a huge cultural shift
that we're needing to get through,

I'm trying to look at
the positivities that are coming out of this.
How can we think more
proactively about how we're educating students?
How can we meet the students where they're at?
What technologies that they're using?
Understanding the different demographic
characteristics of our students,
how do we meet that need
in a way that is reflective of what
they'll need to be
future professionals in their various fields.

Again, I think it's a challenge for each institution.

One of the things I always
talk about with students who are interested in
entering the higher education field is that it's really
important to recognize that
no two institutions are alike.

Each institution is going to approach
this particular opportunity, if we want to put a bit of
a positive spin on it, in a way that is
reflective of where they've
been and where they need to go.

I think that you'll hear
a little bit about that just from
the differing stories between
University of Florida and Tufts University.

But I really think that there's ways that we
can take what we're learning through
this experience and apply it
beyond this experience to create a more dynamic,
interactive, modern,
higher education experience for our students.

I love what you said there Kirsten.

To take what you said and
drill it down just a step further,
all this gray hair

basically says that I've had the opportunity
to experience education for many years here.

I remember the whole onset of online education and
how online was very disruptive to traditional education.

Many institutions said that's not part of our culture,
that's not part of who we are as an institution,
that we are not going to deliver courses online.

But now, 25 years later,
we see that most every institution
has some element or component of
online being delivered in
conjunction with their face-to-face classes.

I like the word that you use, "the disruption."

It is a disruption.

But oftentimes when we do have disruptive scenarios,
it does enable us to
look at it from a different perspective

and to propel it further and
make it better than it was in the past.
It's a lot like the accommodation game
for my friends who are in the disability world.
We spend our days advocating for our students.
You just sparked a thought with
regards to the pushback that many of
us have navigated with
professors not wanting students to use
a computer in their classroom.
Now it's a requirement.
It's a requirement in order to access the content.
Being able to shift from there's one way that fits all,
to thinking about the different,
not only the different
types of students that we're working with,
and I think they think that COVID has
really opened our eyes up to,
is again, not just the differences
between our students, but
the different environments that
they're trying to learn in.
That itself is another layer
of demographic consideration we need to
take into consideration in
order to make sure that we're reaching everybody.
Excellent. We'd like to invite each of you to,

in the chat, please start putting in your thoughts,
your perspectives, your questions.

We really want to hear from you.

This isn't just the Scott and Kirsten show.

This is really a time for all of us to
share your thoughts and what's taking place.

Please be an active participant
and add that into the chat session.

Let's talk a little bit about what's taking place
with the University of Florida and Tufts University.

With University of Florida,
they really have an initiative
there that is taking place,
that is a screen, test, and protect.

They really want to ensure that they are
providing a safe environment for
all of their students and their faculty.

With that, they have made
the decision to mostly go online.

There's going to be live lectures via
Zoom and other conferencing platforms,
there's going to be recorded
lectures with discussion boards for engagement,
and they are also going to have in-person classes.

Now, their in-person classes
are going to be smaller so that they
can honor the social distancing,

and they're really going to be designed around courses that have labs or clinicals or the hands on type components that really do require the students to be there and to use the equipment that's necessary in those classes.

When we look at the student affairs, we know that education is more than just the classroom environment, the classroom experience, I should say.

So they're really looking at how they can incorporate virtual groups into this, also.

Have a virtual fitness group, have opportunities to still go to the gym with the distancing and do workouts.

How are institutions looking at ways to not just provide the classroom experience, but really provide a greater student experience that the university really encumbers for everybody that goes to a university?

While you start adding things to the chat, I would love to hear your perspective of not just the classroom, but how is your institution also incorporating opportunities for your students to experience the other aspects of university life?

Kirsten, would you share a little bit about Tufts University?

For sure, and just to piggyback on something you just had said, Scott.

Yes.

I think as we are looking at what the fall looks like, the academic experience is as important as the non-academic experience.

When we think of higher education, specifically a traditional higher education space.

This is a chance for students to grow as a human, as a person.

We need to take into consideration how are we offering them the non-academic growth in a way that meets their needs as well?

Tufts University's plan is slightly similar and yet not at all compared to everybody else's.

It seems to be the model for all institutions of higher ed right now, and that also changes, as everybody's changes.

Sometimes I'm in a meeting, and we're going one way, and an hour later we're going a different, and that's just flexibility seems to be key with successful experiences this fall.

We have a number of graduate schools associated with Tufts University and for the most part, courses in those graduate schools will be online.

However the clinicals, our medical school, our dental school, our vet school, tend to be in person as much as possible.

With the undergraduate schools, we asked the students, we sent a note out to the students.

We said we hope to be both in-person and offering remote experiences for you this fall, that's our intention.

What is your intent?

I thought that this was really interesting and slightly surprising in that about 10 percent of our undergraduate students are choosing to go fully remote this fall.

That means they're staying home, they're not coming back to campus, and they are participating in a remote space.

But about 89 percent of our undergraduate population chose to come back.

They're hoping to come back and live on campus or live near campus and have some degree of in-person experience at Tufts.

Some of our classes will be in person.

Due to class sizes, we're splitting it a bit so that maybe half the class goes one day, and the other half goes the other, and there's that virtual component for those who are learning remotely. It also means that students who are coming back may choose to take a class that's only offered fully remote in which they're taking it in their dorm room.

There's a lot of different variety here that we'll be offering.

I think part of the challenge, this summer, has been how do we message out what is happening in a way that can be easily digestible and also in a way that reflects the family's concerns, the students concerns, the faculty's concerns, and in a way that has created a safe space.

The other thing just to add, the latest hiccup, if you will, to our fall opening plan is our Massachusetts state governor just put in some quarantine guidelines for various states across the nation.

That made us to have that jump again and this time what we're doing is we are moving students back to campus in a quarantine space where

some students will be moving back earlier than others and getting the testing and getting the all clear before others move back.

What that means is that about 60 percent, roughly, of our students will begin in a remote fashion while we catch up on the quarantine aspect of things. For faculty, who were planning on only teaching face to face and were resisting that move to that remote component, they don't really have that option anymore.

What we need to do is make sure that our faculty have the resources that they need in order to be fully successful.

When we look at the University of Florida's Disability Resource Center Plans, we've seen drastic increase in video conferencing, and when we see that increase in video conferencing, then that means that there needs to be an increase in access.

So there's meetings, there's workshops, there's student groups, there's student orientations, there's all of these types of sessions that would traditionally take place in face-to-face environments, and oftentimes when I would talk to other universities,

they didn't have a virtual opportunity
for students to join,
they had to come to campus for
these types of experiences.

Now, they're all going to
a virtual conference experience.

So with that,
oftentimes when we're talking about accessibility,
we don't know if the student
needs an accommodation such as captioning,
during the video conferencing,
which means that now,
we have to provide captioning for
all of those open type sessions,
just in case a student, or a parent,
joins that needs to see the captioning.

When we talk about testing, for example,
now testing is really
something that is being delivered online.

With remote proctoring, there's the need to really
build a community effort
around how we're delivering testing.

We're going to have it proctored.

Are we going to include faculty and how to
provide good sound remote testing?

How are we going to provide accommodations for that?

There's testing in the resource center

for a specific accommodations,
for those students that will come to the resource center.
But how do we deliver to those students that are remote?
So there's a lot of considerations
that need to take place when we
look at something as simple as testing now.
Then also, along with,
as Kirsten was saying,
the non-academic activities that are taking place,
it's really driving
a stronger and greater partnership across divisions,
which is a real positive that's coming from this.
We are all coming together,
and that's not atypical of
when a group of people are put in a crisis.
You tend to come together,
work together, let's figure this out,
how can we ensure that our goals and objectives are being
achieved and by realizing
that we need to come together in order to achieve this.
So again, there are
opportunities for more captioning to take place,
in order to ensure that we're providing
that equitable experience to
all of the participants that need to join.
How's it going with your division, Kirsten?

Thanks for asking. My office,

again, as I said earlier,
supports both students with disabilities
and we run the Academic Resource Center,
so the tutoring center,
and we added a little bit more of
a challenge this summer by actually
merging the two offices into one.
So if the pandemic wasn't enough,
we decided to do a merge, too.
But actually I think the timing worked out really well,
because there's opportunity abounding
all around right now and this is the moment.
The juxt of the services that are
being offered through the office tutoring,
intake appointments, study group,
writing support, are all being offered online,
and that is largely due to space issues.
Finding a space that's safe enough
to sit down with a tutor or
a study group is a challenge right now
and we need to keep those spaces open for classrooms.
That being said, what we are
doing is having a few folks in
the office to be available to provide
support for our students in that one-on-one need.
We do anticipate a slightly higher than normal level of
student potential crisis anxiety

coming through this fall,
just because our students are navigating a lot,
and we want to make sure that we
are physically present to
be able to support them as they go through that.
As in the University of Florida's case,
we are doing some proctoring,
limited, and we're really pushing our faculty to
start to think about proctoring
from their perspective and
how they can be a collaborative partner in this space.
So whether it's using their LMS,
their learning management system,
being creative with a Zoom experience,
or using a third party vendor like Procter University,
to try to help out that looking
at that and pushing our faculty to think creatively.
Also with exams, we're
asking them to really take a deep look at whether
or not exams are the only way that they can
truly assess a student's knowledge.
Does it have to be this way,
or are there other ways that
students can show what they've learned?
What we're also doing, which I'm super
excited about this year, it's a new for us,
is we're offering a workshop calendaring system,

where every week we will be running 2-3 workshops virtually, also having them recorded for students, and these are workshops that will flow with the time of the semester.

So for example, the start will have things like how to demystify a syllabi.

A lot of times a student walks in, they have four syllabi and none of them look alike and they have no idea what's due when.

So we'll be offering things like that, to how to take notes in a high pace class, to test, how to study for an exam.

Again, these are all workshops that are virtual that students can sign up for, or they can watch them later, which I think is something that we will continue to do beyond COVID.

So when we're back face to face, what we've learned from this is that we will always have an online presence which you really didn't have before, to meet the needs of our students.

Again, whether they're physically on campus or not, our students have a lot going on, and we can't expect them to stop their day at 2:30 to come in and have an appointment with us, and then to carry on.

So we want to make sure
that we meet them where they're at.
So with that, what a perfect segue into
our next item on our agenda
today is to really to take a look
at the potential for long-term changes.
As we've been saying so far in this session,
we have the opportunity
to really take another look at this,
and transition from, are we just providing
continuity learning to are we really
taking a look at the benefits that we have learned from
this disruptive experience that we've had,
and incorporating that into
a good sound pedagogical approach,
to how we are delivering education.

So what are some of the ways that
you're addressing the long-term changes, Kirsten?

Yeah. Thanks Scott. We're really starting to think about,
what are we learning that we didn't know before,
and how can we be more responsive to our students?

As I said, we'll continue having
an online presence for our students.

We start to look back at the data,
and I'm sure a bunch of you have looked at this, too.

Why aren't students coming to this workshop?

Why aren't they seeking this out?

Or why are they only seeking out tutoring,
the week before the exam?

Really asking them what's going on?

"Well, I've got a lot happening,
or this week is typically bad,
or I'm not ready at this particular moment."

Well then we should play to that.

We don't want to assume we know what they need,
but rather we should ask
them and try to work around that.

We'll continue doing that,
we'll continue doing our workshops
around study strategies.

One thing that we've really beefed up this year
is how do you study in a remote location?

Some of the feedback we heard from
our students this spring was, "Gee,

I went home and my parents
were in and out all the time interrupting me,
or I needed to share a laptop with my roommates,
or my family are health care providers,
first responders and that was
really hard for me to focus."

So we put together a couple of
multi dimensional resources for students around, well,
how do you create an environment that's not on campus,
that you can still do productive work with?

We'll continue to push that,
because we know not all our students
are living physically on campus,
and even if they are in the dorms
there's still disruption there.

Continue video conferencing appointments
as well as connecting with campus partners.

I can't tell you how much time I spend
walking across campus to meet different partners,
truthfully I love it.

However, it's probably not
the best use of my time sometimes.

So instead of doing that happy balance,
especially in the cold New England winter.

Instead of me coming to you,
why don't we hop on a Zoom?

Student groups. Our student activities group and I
think this is happening at University of Florida, too,
are trying to be really creative about how students can
gather virtually in a way
that allows them to have that nonacademic experience or
that academic support experience
in a space that works well for them.

So we'll continue that as well.

I think one of the things that has
been most exciting for us
in our school is

the increased collaboration with faculty.

Working with faculty who,

maybe, have been teaching a particular class

for a number of years,

and this has thrown them a little off their game.

How can we help the faculty

to rethink the way that they're teaching to

reach out to partners across campus to

be more inclusive of supports that may be coming,

and maybe helpful for them?

I've had lots of wonderful conversations

with faculty that I knew about,

but didn't really know,

and now I'm getting a chance to really work

with them and that's just been wonderful.

Yeah, I think this is something that we all can

relate to in this situation.

As you said there's aspects of

it that we really like and that we

can incorporate into our day-to-day

post-COVID if you will ongoing approach.

What are those other aspects that we need to preserve,

and ensure that they are going to continue on?

How is it impacting the classes?

One of the things that I had

a great conversation with our Director

of Residence Life about,

is the fact that some of our students will be taking classes from their dorm room, as I said earlier.

So how do we help students to navigate and negotiate conversations with roommates around,

"Gee, I really need you all to be

quiet at this particular time,

or I need you to not be

present because I'm going to be taking an exam."

Thinking about these things and thinking

about helping students, especially

at a traditional 18 to 22-year-old space,

have conversations that are going to be reflective of

their experiences as they move past college,

and be able to negotiate

those spaces and times with their roommates.

Online programming and recording of

that programming: I think one of the benefits that we

saw this spring was the ability to

record and caption and show something later on.

We cannot assume that all of

our students and even our faculty, for that matter,

are ready to take in information

in the moment with which we're ready to give it.

So allowing folks to come back to information later

on, to look at the captioning that's being done,

and to do a quick search to find

a particular word, maybe, on

a transcript or to circle back,

I think has been especially helpful.

These experiences are being incorporated

actively into our advising processes,

our orientation processes,

all of which are going to be virtual.

It's funny. Orientation for years and

you talk to a student who's

just gone through orientation,

or are in the middle of it

and they look like a wet noodle,

they are so tired,

they are so overwhelmed.

I swear if it was a cartoon bubble information

is popping out of their head.

So that's clearly a sign that maybe not everything

is sticking the way in which we hope that

it sticks through that orientation process.

So if we can create modules that they can take

ahead of time, or videos that they can come back to,

and really put the departments who are so

excited to share their content

during orientation on notice,

to think differently about how they do that,

I think that's going to be really helpful.

Also makes it so maybe I don't have to do that next year,

it's already done, I've

crossed it off my list and I can just move on.

Our dining halls are looking toward more
doing things like take-out options,
making things more accessible for students.

The increase telehealth appointments,

I know our counseling center
and a lot of counseling centers

across the country are typically quite busy.

COVID has not made things easier for them in any way,
it's in fact I think increased that space.

So they're really looking at

very creative solutions for how to

offer support for students,

not only not physically being together, but also beyond
the nine to five schedule

that as a professional we hope to hold,

but for a student that doesn't work.

Virtual fitness that Amanda

is doing down at University of Florida,

I think that's a great idea.

Again, this is an opportunity

for those of us who are coming from

a disability perspective where we've been talking about
accessibility and talking about

universal design for years,

decades, it feels at this point, I'm sure it's not,

but it feels that way.

Now is a chance for
people are really starting to pay attention,
and starting to say, "Oh,
maybe if I change things up,"
because COVID is often impacting them personally.

If they're not navigating the disease itself,
then perhaps they're navigating what
the changes it's causing to their life.

They can't go to the office,
they've got children that are
running in and out of Zoom calls,
and so how do we make this work in
a way that is better for everybody?

I love that. We have a poll that
we'd like to ask you all to participate in.

If you're teaching online,
did you receive additional support when designing
your course for the fall semester?

Online can be either fully remote,
or hybrid or some other type of combination.

The choices are yes,
for my institution, yes,
but from somewhere else and no or not yet,
but envision additional support coming.

Seeing the results coming in so far,
we are seeing 28 percent of you have voted.

Let me encourage you to go ahead and click

that button so that we can see some additional responses.

We're seeing 34 percent.

Come on guys, we can do it.

I feel like you're at a telethon, Scott.

I feel like I'm at a telethon, too.

My inner Jerry is coming out.

I just dated myself.

It's all good.

Thirty six percent have voted.

Thank you. I see a few more.

Eighty seven percent of you said yes, for my institution that you have been receiving support, and that is fantastic,

I am so excited to see that.

Thirteen percent said no, that they were not receiving support.

I honestly expected that percentage to be higher.

I think that's reflective of the spring, right?

It is.

That's fantastic.

I do think one of the things that institutions are doing a really great job at is recognizing and taking a reflective approach to what worked well in the spring and what didn't and how they can do better.

I think that's part of the messaging that

we're able to give to our students, too.

For most of us, we were told to go remote with what, five, 10 days notice on a good day?

That's a real challenge.

That's a real challenge to take a face-to-face class that's been up and running for a few weeks and turn it to remote space.

I think the opportunity to reflect, to have a little bit of space over the course of the summer, to think about how things could go differently, and also to appreciate the pieces that went well.

One of the projects I'm working on right now is thinking about, I'm calling it, "Accidental Universal Design for Learning."

What did we accidentally fall into that we might carry over whether it's continuing to be in a remote space or in a face-to-face space because I do think that there was some great positive "aha" moments that came out of the spring.

I agree and I loved the fact that you were sharing about the accidental moments and how you discovered that this is really creating a better experience for everyone, so that we can then

incorporate that into what's going on.

The other point too that I want to highlight

just before we go into the UDL part is

to really emphasize to the students,

the learners that are coming in,

the work that has been done,

because oftentimes we don't

share that information enough with them.

Now, I think that if they heard

that information that you have been working and

preparing and developing good sound teaching principles

in order for them to come back fall semester,

I think we would see some differences in percentages.

I think for a lot of us,

we've had our heads down and we've

just been working so hard.

We've forgotten to really communicate at

large all the great things that have been taking place.

If anything, if we

could ensure that we're making sure that

the communication is going out to

the students that are returning so that they do

understand that they're not coming back to what was

taking place in the spring semester

that we've really enhanced that.

One of the ways that we've enhanced it

is with Universal Design.

Yeah. I agree Scott,
and just a quick caveat on that,
I've heard a few schools are doing quick demos of what
the experience will look like for
students in the fall, that's a great way to,
again, the UDL approach to sharing the plan.
This is the UDL Plus One Approach.
This is an approach that
Thomas Tobin and I created in
our Universal Design for Learning,
reach everyone, teach everyone book
that came out a few years ago.
Tom Tobin if you're not familiar with his work,
he's wonderful, and he is someone who really works with
faculty around course development
and how to make things a little bit better,
both for the faculty and for the students.
Then I came at it from the disability side.
It was a nice marriage of how do we
do this together in partnership.
Both Tom and I had been talking about
Universal Design for Learning for
a long time at different
conferences in different schools.
The one thing we heard from
our faculty primarily was wow,
that sounds really great.

That's a lot of work. Oh my God.

No. I mean, thank you,

Kristin for telling me that. I have too much to do.

What we wanted to do in our book is really create a way that made Universal Design for Learning digestible, manageable, something that wasn't scary.

So we came up with this Plus One Approach.

The idea here is that you only need to add one more idea to your course or one more strategy to diversifying the way in which you're designing and you're teaching a course so that it's not overwhelming.

A lot of times we get questions, well, that's great, but I have 15 components in my course, where do I start?

We always say to start with that trigger point, that icky point, that moment when you're either teaching the class or you've already taught the class and you're thinking, "Oh, that's not going to go well, or the last time I taught it, this did not land."

I looked out and saw a sea of empty faces, or if I was teaching on Zoom all over sudden everybody took the video off.

That's where you want to start.

I've included here and I won't go

for the sake of time through every single thing,
but just a couple of ideas of
plus one remote strategies that might be helpful.

For example, a face-to-face strategy in
course design might be to ask
the students to read the course text
and then to discuss it in class.

Well, something you could do to in addition to that,
because we still want some students to do that,
that's how they engage and we
don't want to take that away from them.

But in addition to that, you could, maybe, post or
point students towards an audio version of that text.

Audio versions of text are being used on
a great, a wide basis at this point,
especially as our students are commuting or navigating
a lot of different things at any given point in time.

Another example,
timely is watching the presidential debates
and fact checking them.

This came from a poly psy course.

There are some students who can't
sit for two hours or three hours,
and watch debate or maybe watching
the debate raises their blood pressure just a little bit.

Maybe what they could do is read
through the transcripts and

look for speech patterns

and thought patterns and these types of things instead.

These are just two things.

You can just add one more strategy and you're good to go.

What that does is it allows the students

choice in how they will get engaged with the material,

and it gets the students who, again, disability or not,

are navigating a lot today and this gives them

the chance to engage in a way that works well for them.

I think something that we can all agree on is captioning

is an area that really addresses Universal Design.

For years it was thought of

as an accommodation for an individual

that might be deaf or hard of hearing,

but research has proven we have all

experienced captioning in various ways,

and so we have a 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.

I'd like to, but I can't afford it.

Various potential answers there.

Interestingly enough, 85 percent of

the videos on Facebook are viewed silently.

I believe that.

Yeah, exactly.

Then what happens if those videos are not captioned?

They just scroll right on by.

Yeah.

They don't engage with it.

We don't want our students to have that same approach when it comes to our content in education.

Oh my goodness, 43 percent, yes.

Yes.

That warms my heart.

Yes. Captioning is so important and so much of vital part of our world that we want to make sure that everybody is considering recording or captioning your recorded lecture.

So 43 percent, excellent.

Yeah, thank you.

We recognize there is challenges with that too, usually it's convincing folks in your institution that this is the right thing to do.

I know that Scott is an avid helper in the convincing if needed.

Yes.

Before we talked a little bit about the course designs and when you're thinking about how you're designing your class here, some plus one strategies.

This particular slide talks

about how you're going to deliver the course.

Once you're in front of your students,
or you're on video with your students or
you're creating an asynchronous space as well.

Just a couple of things here.

If you're lecturing with PowerPoints,
changing it up, posting in smaller chunks.

I had a colleague share
with me a stat the other day that
this particular generation has
the attention span of about eight seconds.

With that eight seconds,
we probably shouldn't plan on
lecturing for an hour-and-a-half.

So are there ways to diversify within that?

If you're holding a seminar style course,
can you frame the conversation before the session,
giving students something to think about,
get their thoughts in order,
take a few notes, that's another way of doing it,
or even asking the students to
come in and to lead the question.

I'm going to come back to
the attendance policy in a minute.

I think we'll just move on for right now.

Back to the polls.

How are your faculty assessing their students?

What approach are you taking?

Multiple choice, essay exams,
presentations, multiple methods of assessments,
none of the above?

We're seeing so far,
overwhelmingly, multiple methods of assessments.

These are our pros. They don't
need us. They've got this down.

We're preaching to the choir here.

We are. Awesome.

Fantastic. Thank you.

Ninety four percent multiple methods of assessments.

Well done. Then that goes to this next piece,
which is the Universal Design for
Learning Plus-One course assessment.

You guys are all pros at this,
so you don't need this slide.

But the idea here is
to really go back to the learning objectives,
the goals and the learning objectives
of your course in trying to
determine what is it you want your students to get at,
and get that information across,
and how can they do that?

Does it have to be an exam?

Do you want students to learn how to take an exam?

In some classes, that's actually appropriate,

especially if there's like a licensure exam
going on afterwards,
but not in all.

Are there other options?

One of the things that I can talk a little bit
about now as you peruse the slide, if you will,
is that one of the things we're asking our faculty to
think about as we go into the fall that's unusual,
is what happens if a student gets quarantined?
Or what happens if you get quarantined?

We want our faculty to be
proactive about that as it relates to their class.
If a student is quarantined for two weeks,
it doesn't mean that they're done with the class.
It doesn't mean that we should necessarily say,
"Oh my goodness, you should drop the class
or you should take an incomplete."

But what we do want to think about is how
can we build in flexibility to
the design of our fall courses, at the very
least, to be cognizant of that?

If a student can't physically be
in class or can't be on Zoom,
do we dock them for participation,
or do we find alternative ways where they can
participate and get the same grade?

Same thing for exams.

What happens if a student misses an exam?

Do you as a faculty member try to chase them down,
try to set up another time,
try to organize that?

That feels like a lot, and we
wouldn't want you to have to navigate that.

Are there choices that you can
offer within your assessment so that
students don't feel that anxiety,
or concern, or need to approach you? For example,
things like, "I'm going to have
four exams this semester."

You only need to do three,
or you could do four and drop a grade.

If a student misses one,
then perhaps they're not as worried
about it and they're not as worked up about it with you.

These are just a few of the things
that we're asking faculty to think
about that are above and beyond a traditional year,
although I think strategies that should easily
be something we'd want to carry forward no matter what.

We wanted to give a couple of quick steps,
and I'm very cognizant of the time here,
and want to allow for some discussion,
so I'll go through this quickly.

That you might take into consideration when

creating a fall course that includes those Plus-One approaches, that is UDL moments.

Creating a short guideline or a document that might include things like time zones of live sessions and due dates, discussion posts, and group work.

We all know that you're creating these beautiful syllabi, they're often a few pages, and by a few, I mean, a lot.

Is there a way that we can create a bit of a cheat sheet for our students?

Class meets, for example, at nine o'clock Eastern Standard Time.

That means 6:00 a.m., if I did my math correctly, Pacific Time.

Allowing students to just quickly get to that information.

As I just talked a little bit about thinking more globally so we always want that disability statement on your syllabi, but we would also love to start to think about what happens if?

If you can put a sentence on your syllabi that says, "This is how I account attendance.

Should you get quarantined or should you not be able to attend

class for a particular reason,

this is how that will be factored in."

Take the mystery out of it.

Take those questions that you're going to be

peppered with later on out of that.

Determining how you're going to deliver your content.

We talked a little bit about this,

but what does that look like?

Do synchronous sessions make

the most sense for your particular topic area?

Or can you do a bit of a hybrid model,

even within a hybrid model,

and offer different types of

opportunities for students to engage and get the content?

Kirsten, as we draw to the top of the hour here,

we really want to thank

everybody for the opportunity of joining.

I know that you just covered

the top three steps to

take for a successful UDL fall course.

In encapsulating the approach here,

do you have any final comment that you would like to

make about taking this approach?

I think this is an opportunity.

First of all, we just start with, I think

that fall is an opportunity,

and I would encourage folks to take risks.

Take a look at what happened in the spring,
whether you taught or a colleague taught,
asked colleagues how they did it,
what worked well, try something new.

This is a great chance to try a new thing,
to add a new strategy,
something you've been thinking about
can be technology or not.

One thing I saw from a professor
in Computer Science Department yesterday that he's
doing that I just thought was so
great and just such an easy thing to
do is he's sending
a quick survey out to students ahead of time.

He's saying things like questions are,
what platform are you used to using?
Have you ever taken an online course before?

Are you having to share a computer?
What time zone are you in?

We used to do learning style surveys
at the start of the semester.

Do a where are you at with
life survey, maybe, to help guide that course.

But I think if you're teaching,
this is a great chance to take
risks and to try new things.

If you're in the administrative side

of higher education, likewise.

This is a great opportunity to shake things up a bit,
try something new, keep some data on it.

If it doesn't work, that's okay.

We'll try it again or try
something different the next time.

Excellent. Thank you so much,
Kirsten, for joining us.

We will be now transitioning over to the next session,
which is "How to cope addressing student concerns."

We will continue to answer questions that you've
posted in the Q&A after the session.

Please join in by clicking on your link in
your agenda to go to our next session.

We'll see you there. Thank you.

Bye, bye. Thank you.