Jean-Pascal Beaudoin

TEACHING PERSPECTIVE
“Diversity is the norm not the exception”
(Rose, 2012)
The Accessibility Continuum

- Status quo: Minimal awareness of diverse ways of learning
- Accommodations (Adapted measures): Reacting to requests
- Universal Accessibility: Anticipating learning needs

Inclusive Teaching Practices (ITP) + Universal Design for Learning (UDL)

Accessible Learning
Inclusive Teaching Practices (ITP)
TLSS, uOttawa, 2013, updated 2018

Planning ahead for student diversity: contexts • experiences • ways of learning

Reactive

Proactive

Information Provider

Guide + Facilitator

Fostering a shift in roles

Inclusion
Improved learning experience for all students

Reflexive Practice & Welcoming

Varied Teaching Methods

Active & Engaging Learning
UDL Framework

AFFECTIVE NETWORKS:
THE WHY OF LEARNING

Engagement
For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE WHAT OF LEARNING

Representation
For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE HOW OF LEARNING

Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

www.cast.org
Summary

Key strategies

- Vary how information is presented
- Provide challenges and engage students
- Reflect on your practice
- Design course with inclusion in mind
- Vary activities and examples
- Offer choices assessment wise

How? See next slide...
In 2022:
- e-Campus self-learning module on accessibility
- TLSS inclusive pedagogies website

Implementation Checklist for Inclusive Teaching Practices

1. Things that you can do immediately

<table>
<thead>
<tr>
<th>Design</th>
<th>Delivery</th>
<th>Materials and Tools</th>
<th>Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ample time for assignments, determine how much time would be required by a typical student and add a &quot;buffer&quot; to address various contingencies;</td>
<td>Always face the class and make eye contact when speaking;</td>
<td>Consider providing lecture outlines and advanced organizers for lectures that students can annotate during class;</td>
<td>Ensure your course website is accessible and usable; use an accessibility checker to identify any potential problems;</td>
</tr>
<tr>
<td>Differentiate between need to know (required) and nice to know (optional) information;</td>
<td>Use a microphone when necessary;</td>
<td>Structure and format material for easy readability;</td>
<td>Use &quot;ALT&quot; (alternate text) tags for any images on web pages so that they may be identified by screen readers or by screen-reading programs used by students with disabilities;</td>
</tr>
<tr>
<td>Allow students to work in pairs in lab where physical effort may disadvantage someone with a disability;</td>
<td>Literature data in a consistent manner;</td>
<td>Provide students with materials in multiple formats, at the very least, provide digital equivalents of hardcopy handouts;</td>
<td>Do a &quot;room check&quot; to make sure there are no obstacles with hearing, provide students with appropriate seating in the classroom, avoid furniture (e.g., enough accessible tables), and students experiencing challenges to come forward;</td>
</tr>
<tr>
<td>Use mid-semester feedback to discover any problems or areas of confusion;</td>
<td>Allow students to submit assignments electronically;</td>
<td>Ensure that all digital materials you provide to students are in an accessible format (e.g., provide PowerPoint slides that have been converted to HTML, provide a textual version of information for screen-reading programs);</td>
<td></td>
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<tr>
<td>Provide ample time for online work in cases of system malfunction.</td>
<td>If you use electronic presentation tools (e.g., PowerPoint) make sure that presentation is legible (minimum 20 pt. font, with a high-contrast color scheme);</td>
<td>Ensure all materials, case studies, etc., are free of negative stereotypes;</td>
<td></td>
</tr>
</tbody>
</table>

Strategies for Inclusive Teaching Checklist

Supporting Documentation to the Webinar on Accessibility

Jean-Pascal Beaudoin, Educational Development Specialist

1. According to the Accessibility for Ontarians with Disabilities Act (2005), or AODA, University Educators have a duty to design educational material and learning activities in an accessible format; and Universities have a duty to provide Educators with appropriate training.
2. Educators’ duty toward accessibility is an opportunity to reflect on one’s values, beliefs and teaching practices; and to do the right thing (being responsible citizens).
3. There are differences between diversity, inclusion and accessibility:
   a. Diversity is about individual characteristics that make a student unique;
   b. Inclusion is the action of considering diversity in student-educator interactions and in teaching practices;
   c. Accessibility aims at the removal of barriers to learning for students with disabilities and at supporting students in reaching their full potential.

4. About 10% of students on North American campuses have a disability (Vaulnic, 2012), and this number is growing with more and more students being diagnosed with mental health issues, learning disabilities and Attention Deficit and Hyperactivity Disorder (ADHD); and as they received proper support to succeed in high school, they are moving up to higher education.
5. 75% of students registered in Access Service have a non-visible disability. Professors are less likely to accommodate or support students when they can’t see the disability (suspicion) (Buggeforth & Deo, 2008).
6. Limited support from professors. Limited availability of accessible material and limited scope in variety of teaching methods means a significantly decreased chance of success for students.
7. Preactively designing courses and accessible material to meet a variety of learning needs serves all students and limits the time and hardship of professors in trying to accommodate students’ needs one by one (e.g. aim at universal design rather than accommodating/offering only adapted measures).
8. The concept of “the average learner” is a myth. Diversity is the norm, not the exception (Todd Rose, Variability Matters, 2012).
9. Access to same opportunities (equity) rather than sameness (equity) is sought after (see picture next on page).
The TLSS is there for you!

For additional information or consultation:  
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