

Jean-Pascal Beaudoin

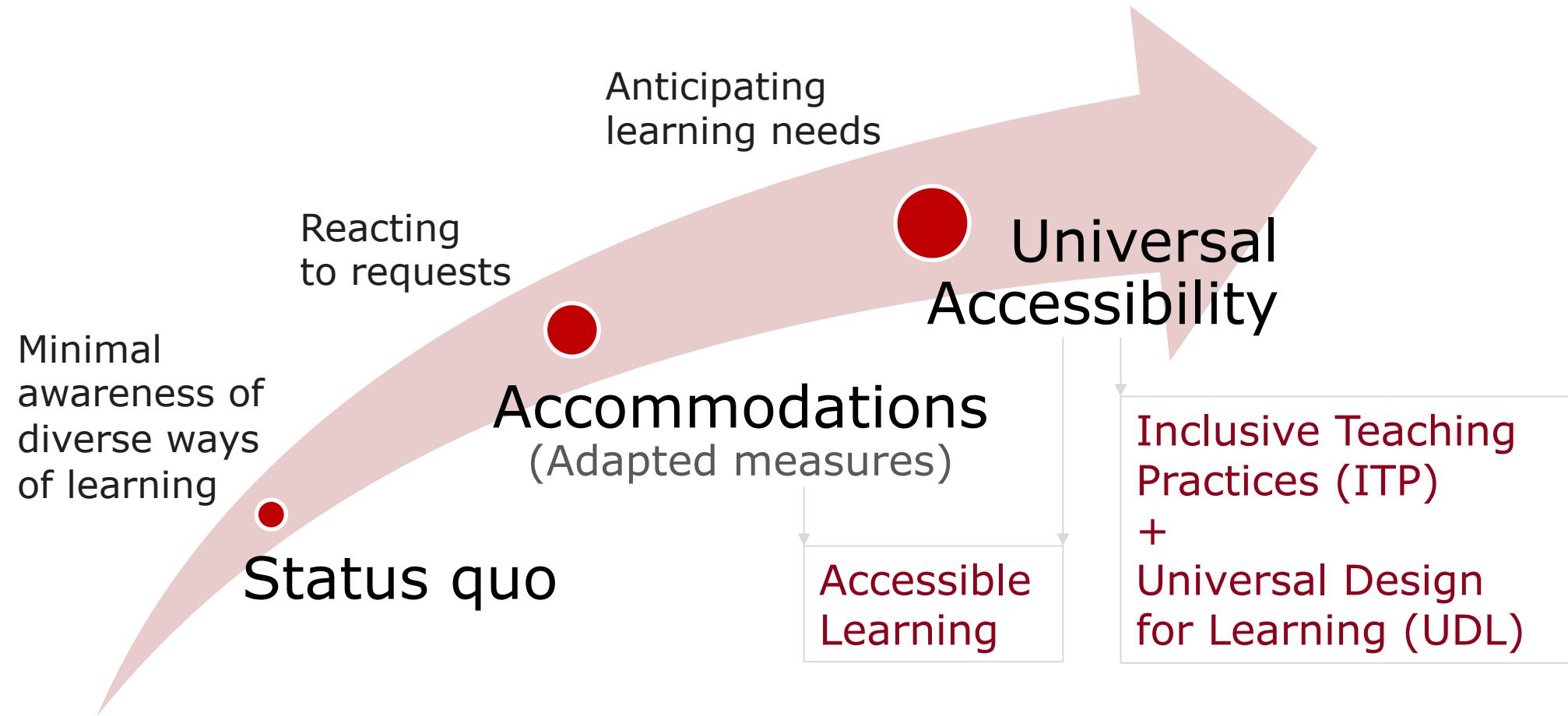
# **TEACHING PERSPECTIVE**

**“Diversity is the norm  
not the exception”**

(Rose, 2012)



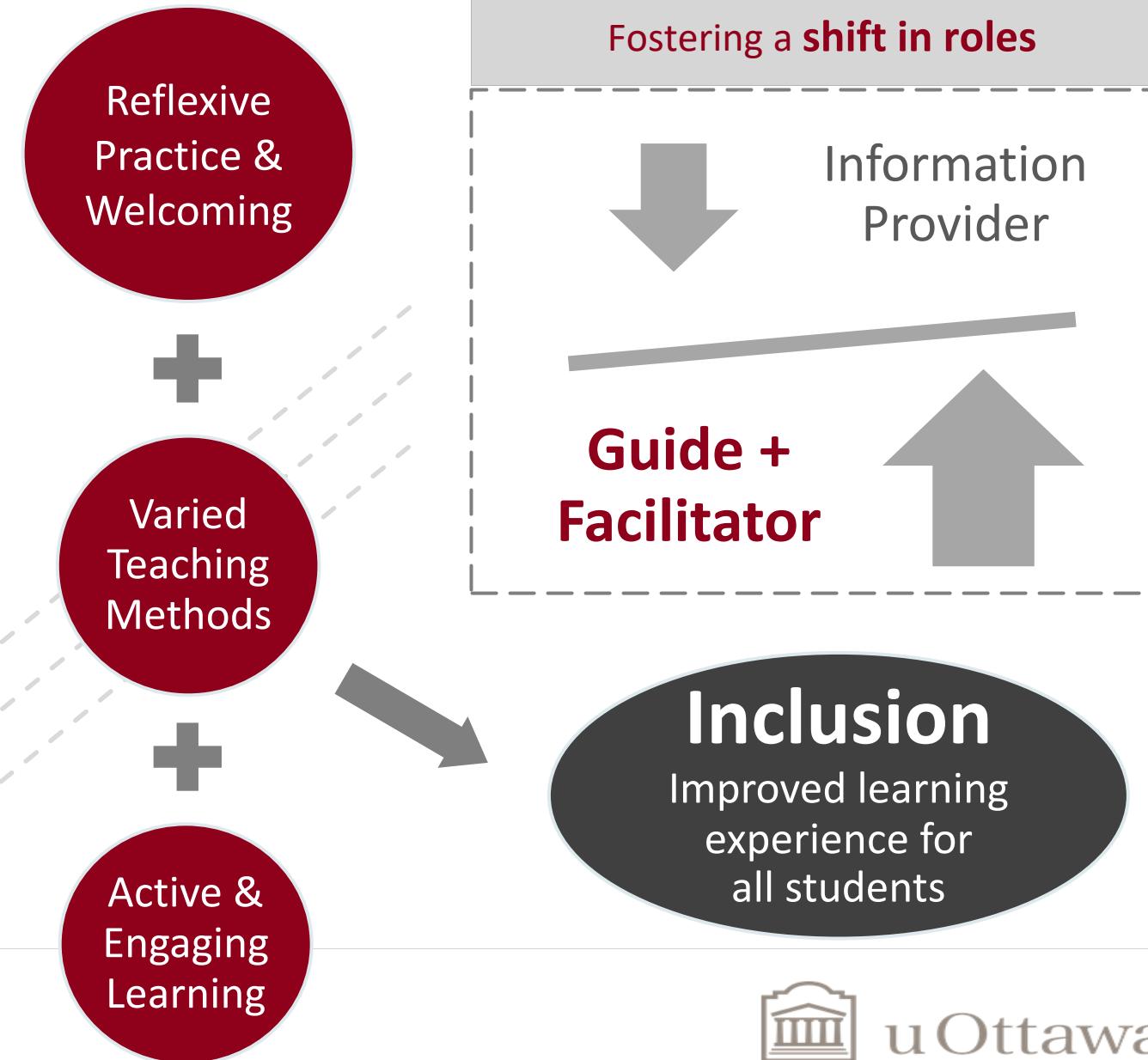
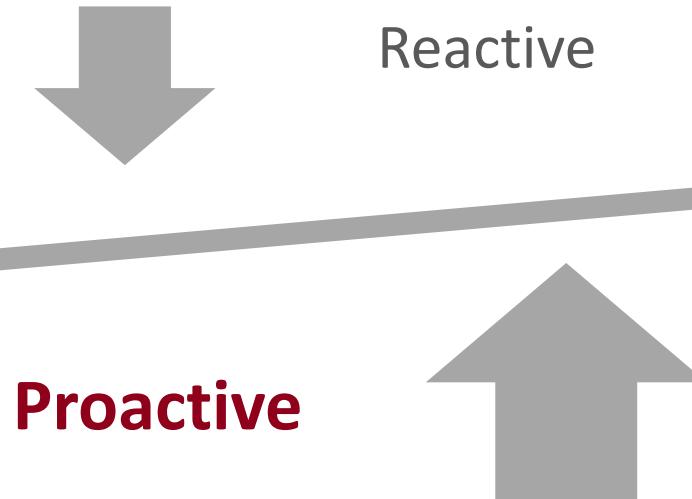
# The Accessibility Continuum



# Inclusive Teaching Practices (ITP)

TLSS, uOttawa, 2013, updated 2018

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



# UDL Framework

AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



## Engagement

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

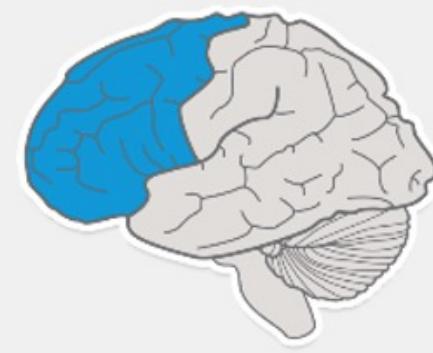
RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



## Representation

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

STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING



## Action & Expression

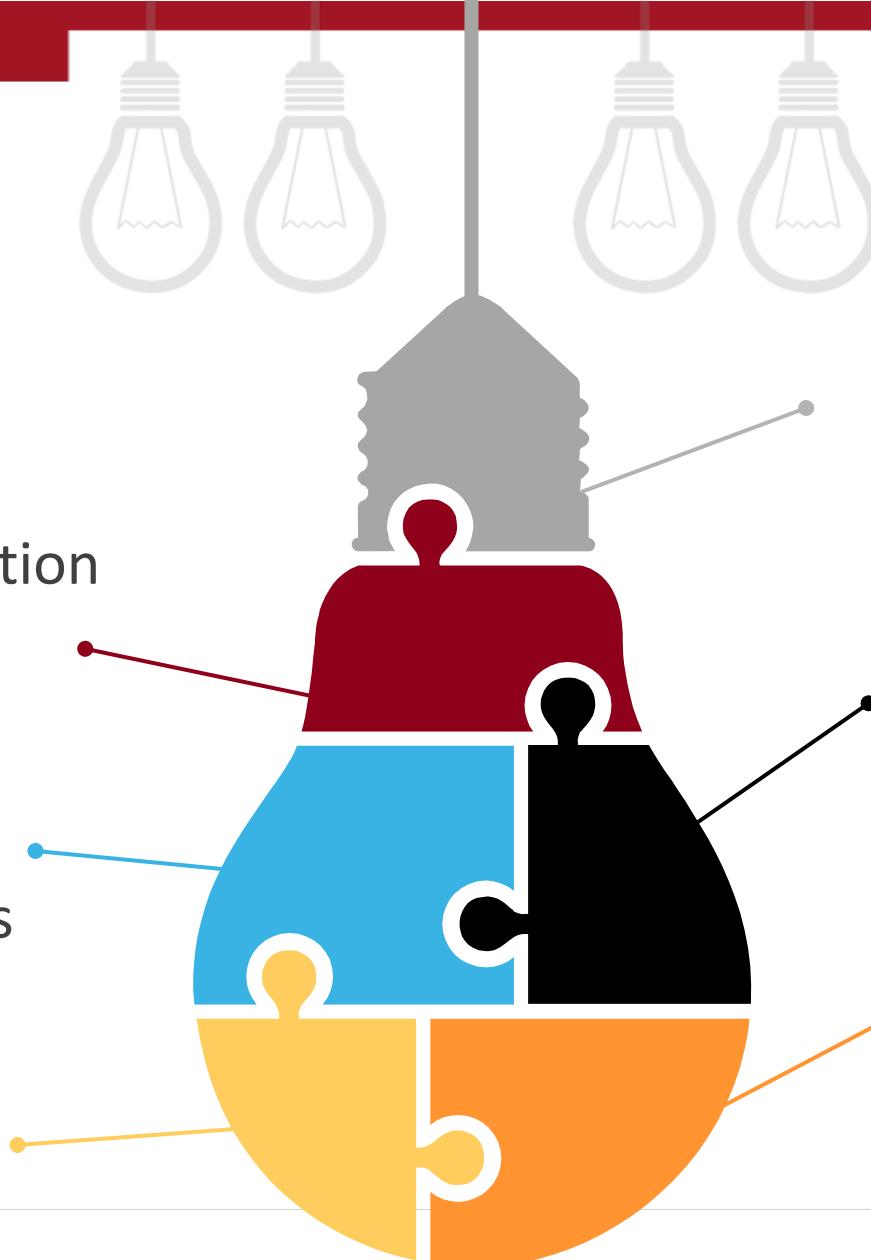
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

CAST, 2018

[www.cast.org](http://www.cast.org)

# Summary

## Key strategies



How? See next slide...

# Resources

TLSS  
Teaching and Learning Support Service  
www.tlss.uOttawa.ca

 uOttawa

## 15 Things you Should Know about Accessibility in Higher Education

### Supporting Documentation to the Webinar on Accessibility

Jean-Pascal Beaudoin, Educational Development Specialist  
© March 2018

- 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.
- 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).
- There are differences between diversity, inclusion and accessibility:
  - Diversity is about individual characteristics that make a student unique;
  - Inclusion is the action of considering diversity in student-educator interactions and in teaching practices;
  - Accessibility aims at the removal of barriers to learning for students with disabilities and at supporting students in reaching their full potential.
- About 10% of students on North American campuses have a disability (Vukovic, 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.
- 72% of students registered to Access Service have a non-visible disability. Professors are less likely to accommodate or support students when they can't see the disability (scepticism) (Burgstahler & Doe, 2006).
- 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.
- Proactively designing courses and accessible material to meet a variety of learnings 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).
- The concept of "the average learner" is a myth: Diversity is the norm, not the exception (Todd Rose, Variability Matters, 2012).
- Access to same opportunities (equity) rather than sameness (equality) is sought after (see picture next on page).

TLSS  
Teaching and Learning Support Service  
www.tlss.uOttawa.ca

 uOttawa

## Strategies for Inclusive Teaching Checklist

### Supporting Documentation to the Webinar on Accessibility

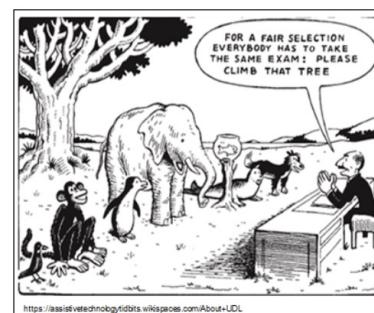
Jean-Pascal Beaudoin, Educational Development Specialist  
© March 2018

There are many strategies and resources available to support accessibility found on the [University of Ottawa accessibility hub website](#) (under Inclusive).

**Strategy 1: Educators Ask Themselves Questions about Goals, Learning Methods:** clarify expectations and distinguish between essential learning designing your course, integrate strategies linked to inclusive practices.

**Strategy 2: Active Learning and Use of a Variety of Teaching Methods:** information (audio, video, graphs, online, podcast); and structure/format learning activities.

**Strategy 3: Offer Choices as to How Students Can Demonstrate their Learning (Evaluation):** vary the type of assessment per semester or project (ex: document vs. video).



## 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

Design	Delivery	Materials and Tools	Environments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide ample time for assignments, determine how much time would be required by a typical student and add a "buffer" to address various contingencies;</li> <li><input type="checkbox"/> Differentiate between <i>need to know</i> (required) and <i>nice to know</i> (optional) information;</li> <li><input type="checkbox"/> Post course materials such as syllabi or handouts in Blackboard or readings in the Library Online Reserve;</li> <li><input type="checkbox"/> Allow students to work in pairs in labs where physical effort may disadvantage someone with a disability;</li> <li><input type="checkbox"/> Use mid-semester feedback to discover any problems or areas of confusion;</li> <li><input type="checkbox"/> Provide ample time for online work in case of system malfunction.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Always face the class and make eye contact when speaking;</li> <li><input type="checkbox"/> Use a microphone when necessary;</li> <li><input type="checkbox"/> Structure class time in a consistent manner;</li> <li><input type="checkbox"/> Allow students to submit assignments electronically;</li> <li><input type="checkbox"/> If you use electronic presentation tools (e.g., PowerPoint) make sure that presentation is legible (minimum 20 pt. font, with a high-contrast colour scheme);</li> <li><input type="checkbox"/> Provide feedback on work before the next assignment or assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consider providing lecture outlines (not complete notes) and advanced organizers for lectures that students can annotate during class;</li> <li><input type="checkbox"/> Structure and format material for easy readability;</li> <li><input type="checkbox"/> Provide students with materials in multiple formats, at the very least, provide digital equivalents of hardcopy handouts;</li> <li><input type="checkbox"/> Ensure that all digital materials you provide to students are in an accessible format (e.g., provide PowerPoint files that have been tagged for accessibility – additional layer of information for screen-reading programs);</li> <li><input type="checkbox"/> Ensure all materials, case studies, etc., are free of negative stereotypes.</li> <li><input type="checkbox"/> At the beginning of a course and/or in your syllabus, encourage anyone with a disability to come forward and speak with you about it;</li> <li><input type="checkbox"/> Ensure people feel free to engage in discussion in your course without fear of ridicule or harassment; encourage the open exchange of ideas.</li> </ul>

# The TLSS is there for you!

---

**For additional information or consultation:**

Teaching and Learning Support Service

[www.tlss.uOttawa.ca](http://www.tlss.uOttawa.ca)

[saea-tlss@uottawa.ca](mailto:saea-tlss@uottawa.ca)

Jean-Pascal Beaudoin

**[Jean-Pascal.Beaudoin@uOttawa.ca](mailto:Jean-Pascal.Beaudoin@uOttawa.ca)**

(613) 562-5800 x2428



uOttawa