



Academic Accommodation Online

Online learning raises several questions for both faculty and students, particularly to ensure students continue to receive their academic accommodations.

This video does not cover every aspect of ensuring the accessibility of your course but does cover 14 of the most common issues.

If you have any questions or concerns, please contact me.

First off, don't assume that because your course is online, it will be accessible. Generally speaking, it is not.

Let's jump into this right away.

1. Record your lectures on video. This allows all students to go back and replay portions of your lecture; they may need to be repeated or clarified.

2. Upload your lecture videos to YouTube. In the YouTube studio, there is a function that creates captions automatically on your videos. The captioning quality varies, so you should check the closed captioning before releasing it to your students.

3. Make the script for your videos available to your students.

4. Make sure that all online materials are accessible for blind or visually impaired students.

That means all images you upload have image descriptions, or Alt text entered when you place the images. This allows screen reading software to read this text for blind and seeing impaired students.

And avoid images of text. This is very difficult for screen readers to figure out.

5. Limit or eliminate participation marks. There are many reasons your students may have difficulty participating in discussions both in synchronous and asynchronous. If you can't remove the participation grade, be prepared to offer an alternative way of assessing a student.

6. Make all your slides or lecture notes available to accommodated students who require this. It is good to make your slides available as PDFs in the resource folder in your course. Even students who do not have accommodations find these useful.

7. Chats and discussion boards are accessible to screen readers. Some students will be using phones and apps which have different access features. Please check in with your students to be sure they can use these features and, if not, consider modifying the mechanism of group communication.

8. When you provide scanned text (articles, textbook pages, etc.), be sure you supply clear copies scanned in a straight vertical orientation. Scanned copies that are crooked or hard to read are impossible

for screen reader programs to understand.

9. When speaking, face students/screen; and avoid backlighting. This will help students who rely on lip-reading to understand you.

10. Please do not stand in front of a window when speaking. It is difficult for the student to read lips due to light behind you.

11. Speak normally at a reasonable pace; exaggeration makes listening and lip-reading difficult.

12. Summarize important points. This helps all your students.

13. Eliminate background noise and other distractions from your recording.

14. And finally, a common accommodation request is for more time to complete a test or quiz.

This can be easily done in OWL.

[end video]

[start screen cast here]

For this demonstration, I'm using a class I taught a few years ago.

Let's say you have a test you have set up in which you have set a time limit of let's say 30 minutes.

There is a student in your class who requires 50 percent more time to complete an assessment.

How you do this is to use the manage groups function in site info tool. You create two groups. Group 1 contains all the students who do not require any time accommodation. Group 2 includes the student or students who need 50 percent more time.

When you are publishing the test, you set the time limit for 30 minutes for group 1. Duplicate the test, and when you publish the duplicate, make it available only to students in group 2 and set the time limit for 45 minutes.

Make sure that the grades are all going into the same column in your grade book.

It is a little tricky the first time, but you can always correct any mistakes, and you can ask me to check it for you too.

[end screen cast here]

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