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SPEAKER:
Clear as mud.

SPEAKER:
Any questions?

SPEAKER:
Further captioning, I don't know when you start. When we say we are starting the recording, that would be the point we are looking for captioning to begin.

LORI GOFF:
First thing, make sure you've turned your audio off for your mute button on. Your video should be off. So turn your video off. The other thing I wanted to point out if you have questions, please use the chat button. We have a few people looking at the chat that may be able to answer your questions by text otherwise, we've got moderators that will gather those questions and will ask them of the panelists at the end. We don't want you to share your screen so don't click that button. This session will be recorded. So we should turn the recording on now. Wonderful. Okay, we got the recording going. I also wanted to draw your attention to the button at the bottom. It's called a closed caption button. We would like you if you'd like, enable closed-captioned. And then I will turn this over to Kate Brown.

KATE BROWN:
I'm sending a link to the wonderful closed-captioned is joining us so that folks have access to that link should they wish to learn more about live caption integration. This is being done by human captioner's so it's not computer-generated. We had the rationale that doing a presentation live around accessibility and assessable teaching, would be good to bring in professional captioner's to show the difference between human captioner's and an auto generated experience. There might be a slight lag, about one line behind what the speakers are saying. We strongly encourage folks, even if you don't need the captions, open the box and see what it looks like so you can experience that for yourself. If you do choose for captioning to happen live, it would be good to do this in a couple different contexts. Maybe you're holding a session that you know there will be members of the audience that have disabilities. Let's say you're doing a presentation gear toward a disabled audience, it would be a great idea to build into your budget and also promote that live captions will be professionally completed. In the other context which is a good one to think about, if you're having a very large and public meeting. That could look like a forum, a conference, a professional development opportunity or like this meeting where there are lots of folks joining from around the university where it might not be the most comfortable thing to request an accommodation for professional captions but where somebody who is deaf or hard of hearing would be unintentionally excluded from the presentation if they didn't have really good captions they could depend on. With saying that, I will turn things over to Kim so she can introduce the panelists and thanks very much for joining us today.

KIM DEJ:
Welcome. Session for his on the topic of assessable teaching practices with thoughts and suggestions for teaching in the online environment. While we are meeting remotely, we work and study on the lands shared by the - - Confederacy which is acknowledged - - (Inaudible). One spoon since we are to share resources of the land and together, these represent the important idea that each one of us should only take what we need. This panel series is a joint project between the Provost office and the Institute. It's an opportunity for faculty to share their experiences, the barriers they face, ideas and the practice of teaching remotely.. We have been buoyed by the attendance we've seen over the last few weeks. We wanted attendees a chance to see different types of tools used for web conferencing and how those tools can be adapted for teaching. Those of you that have been loyal attendees, remember the first two panels were conducted on Microsoft teams in the last session was in Zoom. Each of these platforms have different advantages and it has been evolving over the summer months in response to the academic needs that are emerging. There's additional tools on the website through the link provided here. Enter here. There's also a link here for a chance to sign up for the weekly workshops that touch on a number of different topics. Today we are also using Zoom. In addition, we wanted to share ways in which a live close captioning can be achieved. Today's session will be captioned using Ai-Media on top of our existing license. The PowerPoint also has closed captioning functionality in it. There are other third-party websites that can be used as well and we will share information on some of the access to those tools as well. As we are talking about accessibility tools and expectations and best practices, I wanted to start out with context that recognizes there are at least two areas for ongoing discussion. One is around modules that require captioning. We recognize the flexibility of asynchronous - - that are recording provide accessibility for all students. So again, those prerecorded modules, there are requirements that are in place around the best practices for those prerecorded modules. Live captioning options, which we are doing today are available for synchronous or live classes and discussions. It's not required at least now, it's best practice that recognizes the flexibility in accessing learning materials. I personally do feel we should strive for that universal accessibility for all students but I also hear from colleagues that there may be some issues around privacy and security, intellectual property, the potential that recording can have on discussions for both faculty and for students. I think we can keep this in mind throughout today's discussion. I think we should remember we don't necessarily have to move our in person expense in front of a camera. This is an opportunity to think of new ways of connecting with our students and having conversation both synchronously as well as a asynchronously. We encourage use of the chat she can see how that works to engage folks in conversations. We have the closed captioning available through Ai-Media and we will provide a transcript that is just the text. It doesn't have the identity of students, instructors that are on display in a visual recording but it still provides information for our students with that I-4 universal accessibility. It's a pleasure to introduce our panelists today. Kate Bris the manager for sensibility in the program equity and inclusion office.
As well as liaison to the accessibility counsel. In this way she supports widespread communication, understanding and adoption of assessable the for Torontonians and beyond compliance accessibility and disability inclusion principles and best practices at the University. I'm also happy to have - - they previously instructed in person and online courses in social sciences and social work and in disability studies. She is also contributed to community organizing for over 10 years. Allison Williams has completed her PhD, she's moved to McMaster University school of Earth and environment society. That's the new title. That's our new school of Earth, environment and society. Her background continues to inform her teaching and research. She teaches public health and - - Doctor Li Wang. Her research interests focus on acute and chronic pain, and health research methodology. She's the instructor for a collection of online courses including fundamentals of online research methodology. Also be happy to have Anne Pottier join us. She's also a member of the provinces accessibility for Torontonians accessibility act. She's actively involved with providing services to users with disabilities and broader accessibility related campus discussions for over the last four years here at McMaster. Thank you for joining us and I will pass this over to Kate.

KATE BROWN:
Similar to the previous sessions folks have experienced, we will first ask the questions. All four of them at a time. I will put them in the chat as well so folks can go between listening and reading. This is a great practice in general when you're doing any type of online teaching and learning to have those posts verbally. So folks can come back to it. And then our wonderful panelists will take 10 minutes to respond to either all of the questions they want to but if they don't want to the main focus on specific areas or their areas of expertise. So to begin with, I will put the question into chat for folks to begin with. Why did you start making your courses assessable? Then maybe what impact has the enhanced accessibility features of your online or blended or even in person courses had on your learners? And also on yourself as the instructor. What strategies or tools have you found to be the most helpful for increasing accessibility in your online teaching and what barriers to assess ability and disability inclusion have you experienced or do you anticipate servicing with the sudden shift to remote online learning? What solutions have you considered to recognize these barriers? It's actually more like six questions for the panelists. I will now turn it to Allison who is our first panelists. I think Allison, you may have slides for us.

ALLISON WILLIAMS:
I do.

KATE BROWN:
If you want to start screen sharing.

ALLISON WILLIAMS:
Welcome to our workshop here today. I want to begin by thanking Kim, Kate and Elise for those lovely introductions as well as the McPherson leadership in the Provost office for making these sessions available and also having them posted for those of us who were actually taking a little time off this summer. So I wanted to begin by talking a little about my teaching history as well as teaching pedagogy before talking about the questions that Kate just posed, and specifically my experience doing blended learning in the last two months of last academic year. Recognizing that accessibility and inclusion has always been a key component of what I do as a researcher as well as educator. And a community activist. So I'm learning as I go just as we all are. This is an envelope that continues to open. The world is opening around inclusivity so it's an exciting time for all of us to be learning about how to do this well. My teaching history began as a PhD student where I was at York University in Toronto. There was a three credit course offered to graduate students at York called, teaching and learning. It was specifically directed at how to best teach at the university. It was led by a well reputed educator, Pat Rogers, who is a mathematician. And had received many accolades for her teaching competency. So I felt very lucky to be able to have taken that course as it really allowed me to think about how to teach at the university level. And it also gave me confidence in my own ability to recognize this as a craft, more than just a skill. But a craft and something that would need to be honed throughout my career. So I started at Brock University as a permanent faculty member. It was an interesting experience as my first academic position because it was an interdisciplinary program, which forced me to think differently about teaching given the students were all across a number of different disciplines. And very few of them were actually in geography which is what I was trained to do. After spending three years at Brock, I was given the opportunity to teach in a geography department at the University of Saskatchewan while simultaneously being in the population health and evaluation research unit. In the epidemiology program. Then again, I had the opportunity to stretch the envelope into the interdisciplinary teaching. Since being at Mac, I've been teaching various courses from health geography to geographies a public health as well as numerous graduate courses. Most of my courses are either second or fourth year. And what I've certainly learned through these various experiences in the last 20-25 years of teaching, is my teaching pedagogy is very much focused on reflective inquiry, experiential based learning. Which is something that is quite common to geographers because we are very much about living and working in the field. And we are also very cognizant of teaching and learning as a two-way experience. I learned just as much from my students as they learn, hopefully from me. In my courses in my super busy re-capacity. So, the next few slides and the remainder of my 10 minutes is really going to be talking about my experience and how I've tried to make a course design, creation and delivery as assessable as possible. It really speaks to our brighter world initiative around the top right-hand quadrant, educational content and context at McMaster. We are again working towards ensuring teaching, learning and research is again, as diverse and inclusive as possible. I think similarly, the bottom right quadrant speaks about the importance of our culture and our climate. So not necessarily just within the classroom but in the faculty-student relationship. Living those in everything we do. Both at the University as well as in the community and in our lives more broadly speaking. So it really needs to recognize the importance of again, a common thread in everything we do. So, when I asked myself what is assessable learning? These are some of the terms that come to mind. Learner centered teaching. Intercultural safety and competency. Antiracist pedagogy's. Truth and reconciliation commitments. Support for first-generation students, which is something we are working hard to do in the community engagement office. Recognizing new immigrants who have English as another language. Looking at again, the continuum of sex and gender identity. Noting trauma informed teaching as well as spiritual and religious observances. Finally obvious, accessibility and accommodation for students with disabilities. Many of these can be addressed through universal design which I'm sure many were already aware of. When we talk about universal design we are talking about the why, what and the how of learning. When we look at these bottoms required during, we are really looking at finding different ways to not only stimulate interest and motivation, but different ways to present information and content. As well as recognizing there's a variety of ways students can express and acknowledge and share their experience as well as their knowledge of the content at hand. When we think about remote learning in particular, these three categories of universal learning design approach really allows us to think about multiple means of engagement. Where we are able to provide flexible times as well as means of communication. For example, having a student be able to download a lecture on their iPhone rather than being in front of their computer. During again, asynchronous lecture is one way we are allowing students to participate in ways that are best for them. And also reduces stress and communication errors. Secondly, we can provide multiple means of action and expression. And so, when we talk about the ability to participate in person in real time online, as well as allowing pre-recorded lectures through asynchronous learning, students are given more flexibility in how they express and what they know and engage with respect to the learning material. So I certainly have and continue and will continue to use blended learning in the courses I teach this coming academic year. In order to again, allow multiple means of engagement. I also provide that opportunity to my students as I will talk to in a moment. And then thirdly, providing multiple means of representation. Moving content delivery into a digital format allows for multimode representations of content.
- - Certainly assistive technologies are becoming the norm these days allowing us to have even better access. I did want to know this information was taken from the cast website and I do have their link at the end of my presentation for those who would like to learn more. So I'm not going to spend a lot of time here but if you're not aware of the universal design for learning, these are the guidelines. It's a quick Google search but a wonderful way to think about how to make your courses assessable and inclusive as possible. When you're creating your curriculum. When you're designing your syllabus. When you're thinking about how to implement and operationalize your course. So the three specific questions around course design as well as curriculum design and delivery, when we talk about course design, certainly what I have learned is that student centered design is where I have most success in meeting my specific goals around inquiry, reflection and experiential learning, with respect to again, my philosophy of teaching. And so topics that students work on or either determined or chosen by the students. There very much self-defined, self-driven by the student in order to best meet their passions and interests. So clearly within the framework of the course material, I give students as much leeway as possible in order that they be able to succeed in meeting their passions and interests. This generally equates to success with respect to motivation and continued interest in the course itself. Because of the expectations of my particular program, my first and second year classes are to 50 minute lectures and one 50 minute tutorial. The tutorial is where the engagement really happens as 50 percent of the final grade and my first and second your courses are via engagement in these tutorials. I will speak to again, how that medium might roll out for these online learning environments. I give lots of options to students whether it be a written paper, audio report or a presentation, for example. So again, they have the option to choose how they interact with the material as well as illustrate their knowledge. In my third and fourth year classes as well as my grad classes, this is where I have a much more student driven frame where students are really given the opportunity as a collective and how they choose to interact with the material and show their knowledge. And much of those upper year and grad classes are actually given by the students themselves. So I really work more as the facilitator and a lot of the evaluation that takes place in those classes are also peer Evaluation.

I wanted to speak about the dates for assignments and tests. There also revisited based on student's stress and students capacities. Whether individually or as a group, depending upon the class size. When we talk about content creation or the curriculum itself, there are four main areas that I work with and again, a lot of them present barriers around remote learning. When we work through those terriers, they generally end up being more inclusive. So it's really worth persevering and persisting. With respect to lecture material, I always make sure my PowerPoint lectures and tutorial slides are uploaded at least one week prior. And I upload them as power points so students can easily make notes. Also, lectures and tutorial material is recorded with chat and posted on her at the same day of the class or tutorial. And I am working hard to have that include transcripts going forward. The other use of Eco 360. Meetings are generally categorized in one of two bins. One is suggested in the second one is additional. All of my suggested readings are providing further detail and often overlap material provided in lecture or tutorial. I often have my textbook readings available in multiple mediums. If again the reading specifically can be made available in multiple mediums were certainly textbooks are generally available in multiple mediums. Idols provide textbooks for short-term loan in the library in order to allow those with financial limitations to access the often expensive textbooks used in university courses. Next, midterms and exams. These are generally only used in my first and second year courses. I tend to stay away from testing my upper and graduate classes. For the midterms and exams I do offer, I always have a range of questions, including multiple choice, definition, short and long answer. I often give students choice within those last categories. For example, I will ask them to answer to the following six questions or four of the following 10 definition terms. And the multiple-choice very rarely contain more than 10 questions. And then the other content I often use is documentary film. I also use YouTube videos. Not the whole thing but excerpts of them. In addition to newscasts. Because particularly with my public health class, we are following current events. I use these with a list of guided questions so students know what they need to pull out. These make excellent tidbits of knowledge, particularly in synchronous learning opportunities. Although again, if they are recorded, they can be discussed in a reflexive journal as well. And then finally, I have guest lecturers provided by either past graduate students were moved out of the University and are in real-world jobs are those employed whether it be Hamilton public health or Toronto public health, for example. If they provide slides, there always uploaded beforehand. So the course delivery, these are things I've learned over the years. I always use a microphone, particularly in large classes. I always provide that option in my smaller classes as well. Careful use of PowerPoint, where there's not too much information and often illustrations are captioned or discussed. There's also regular check ins around lecture material as well as tutorial materials and pace is important to pay attention to. Always engaging the class around whether or not a constant is understood or asking for real-world experience or certainly sharing a lot of my own personal experiences. Whether it's my own university aged daughter or my 14-year-old son or my own personal experience around whatever the topic is. Such as for example, healthy eating or accident prevention. I use Eco 360 and certainly have used in the classroom and plan to continue using it in my courses going forward this coming term. I often include a grading template unless I'm teaching a brand-new course. The grading templates are included in the syllabi itself and reviewed at the beginning of the course and before assignments are due. And then availability and accessibility of me as the instructor is also at top of mine. I arrived early and stay after each student interaction. And really prioritize all student emails, voicemails, visits as well as needs over all other possibilities during the teaching term. So the students are first. And I hope they feel that because it's important that they recognize that. So my 10 minutes I believe are up. I promised the link to the cast site for remote teaching and learning using the universal design guidelines. So certainly take a look at that and I do look forward to chatting more as we move through the panel. Thanks very much.

KATE BROWN:
Just a few things. I wanted to say thank you for connecting your work to broader EDI strategy goals. - - I really like the way you framed all of the considerations for assessable teaching and learning as being just that. So then when we’re talking about assessable teaching and learning, of course were talking about students with disability but we are also talking about antiracism, decolonizing academics, broad-spectrum lists of sexuality and gender. So abroad as well as specific accessibility. I like the way you have broken down your universal design framework into your content come into your course planning, your course development and your delivery. Because that is really the point is integrating into all components. I also want to acknowledge there was a comment in the chat about the land acknowledgment. Apologies about any missed captioning that happened within the land acknowledgment. This can something happen when captioner's don't have information ahead of time. It's really good practice if folks are planning to hire CART captioner's. If requested but also as good practice, send as much of your information ahead of time which would include the names of the presenters, any potential tricky words that might be difficult to spell from hearing, etc. We are - - right now we have someone listening to us where there's a bit of a delay in the audio as well. There's been a big Internet outage in Toronto as well. Not sure how that's impacting the captions. I acknowledge the comment and also appreciate the efforts of the captioner. So moving on from there, thank you to Allison and I'm going to now invite Lee to unmute and begin your 10 minutes because it would be wonderful to see how you've been able to do this in the sciences sort of area in which you are operating. I'm going to stop talking and handed over to you.

LI WANG:
Good afternoon to you. Allison gave us a great overview. For me, I'm a new instructor. Also, I'm an immigrant so you can understand I need assessable teaching for myself and for my family as well. So, I just started a new online course so I would like to share my limited experience with you guys about accessibility in our online course design and first-time delivery. More so, I would love to learn more from you guys and what your experience and strategies on accessibility issues. I have to set up my talk around our four questions at the beginning. (Laughs) Why did I start - - (Inaudible).

It's a very basic course for all the IT fields. So we just finished our first term of the online course, fundamentals of - - based on the platform of continued education system. We call them Center for continuing education. This started a few years ago just for our first year residents. Because we felt like they needed training. Not only about - - but it was designed as lecture-based. So we provided 10-15 lectures to our residents. But as you know, the residents are busy so most of the time they have to stay in the ORP. Which means it's hard to find the right time for both our speakers and our residents. That's why our department had a discussion, we said okay, we would like to have this online. So we collaborated with CCE. So we developed this online course. Why do you have to consider accessibility? Because it's very important. Even as a basic and essential requirements for an online course. If we do online course, we want it open to everybody who is interested in this field. So that's why we said we have to consider - - the corridors of the physical, developmental impairment the student has, We wanted assessable to all students. It enables students with disabilities or even difficulties, and even immigrants like myself, to participate on more equal footing with other students. Without being held back. So that's why we decide we have to consider universal, assessable course. So then I want to go to the third question. How did we consider some strategies for accessibility? Then I will go back. First of all, when we designed the course, we have to follow the accessibility guidelines. I know McMaster has policies regarding accessibility that we should follow. And we got something from the CCE guidelines. We then gathered framework so when we design, we have to think about for example, we have some pictures, photos or graphs. In the science field, we have a lot of graphs - - (Laughs). So that's very difficult for us. We have the right alternative text to describe them. And we have a lot of tables and charts. We have to do a summary. Not only present them. Also, we cannot deliver everything online based on the text. Also we have some videos. We make a lot of videos. We use Eco 360 and that actually helps a lot. Before we do the recording, we ask all speakers to write down all their - - and we have to ask CCE to check all our slides. Within our slides, for example, we have to consider colorblind students. That's why we have the text and text to describe the graphs. We use Eco 362 do the recording. And also, we provide the videos plus transcripts. We use scripts as the transcript and the slides so the student can download them. We incorporated the video. We do some features. For example, originally the student can make notes. Even on the video. So which part do they have questions. But when we move, we lose that feature. Also, originally in the Eco 360 system, we can show different screen. For example, the speakers. Then we can show slides and the transcripts together. But now, we only have a slides screen to the students. That's the downside. I hope in the future, you can help me even to the captions. That would be great, on the screen. (Laughs)

We provide a lot of reading materials but now the student can download them. You cannot keep them in front of the computer 4-5 hours a day. So they can download them and read the teaching materials. Also, we provide we have a discussion board. Students can share articles or questions and they can answer questions on the discussion board. And we provide face-to-face meetings with WebEx. And we record, like today. And we offer the student a lot of opportunities where they can ask questions by email and by the online meeting or discussion board. That's the strategies we use. So then question two, what impact does the accessibility features have on my students? First of all, because the universal assess ability consideration can expand the range of potential students. If we offer our course, we can open to the public more students. If they have disabilities, they can access. We have one student this year that has visual problems so she cannot read small things. She reads very slowly. So she sent me an email separately, we keep it confidential. Saying, I need some help. That's why we provide additional help for the individual face-to-face meeting for her special question. And also, because she's learning much slower than regular students. So we extended all her due dates for assignments so she can do it. After she finishes all her sessions. And also, we did get very good feedback about what we did. We provide not only accessibility and also more flexible and choice for the students as well. So then about the barriers, as I say again, we do consider a lot of things in our online course. We use Eco 360 but we are not able to do the caption. And also, for our online meeting, in September and the winter, we meet more frequently like our Zoom meeting today. I'm thinking I like the closed-captioned feature so I hope we can get more support to teach us how to use the Zoom or WebEx better for more interaction with students. Also, the other issues about the time. We have a lot of difficulties about the time control. For example, when we do the text for all the graphs and tables, that's quite time-consuming. I don't know if you have better tools you can share with us. Because we do it manually, so it has a lot of challenges and time issues. I hope we can get some help from our university or other very experienced instructors. And also, yeah, that's most of my - - did I cover all four questions? (Laughs) That's most of my experience. I didn't prepare any slides. I thought I would follow this to discuss my experience.

KATE BROWN:
This is wonderful. I love how you went through each of the questions. I want to remind folks if you have questions for the panelists specifically or just in general, to put them into the chat. They can be addressed by panelists if they feel comfortable going into the chat and looking at questions or they can be addressed during the Q and A section. There was a policy that you referenced that the CCE provided you. I think people were wondering if you could share that document?

LI WANG:
I have two pages of guidelines with basic requirements. For example, you should have text for your graphs or any images. So sure, I will share that so you can share with everybody. (Laughs).

KATE BROWN:
That's really helpful because as of yet, we don't have a centralized resource that vote can access as teachers and learners in terms of how to provide universal accessibility principles. - - There's a whole lot happening really quickly but it's not yet on the ground. To any of those resources that can be provided is super helpful. I think you might be a little expert at this point in terms of some of the digital assess ability techniques. So I've put into the chat what alternative text is.

LI WANG:
I see that, thank you.

KATE BROWN:
Alternative text is one of the most useful but time-consuming and we know this is difficult for folks working in the sciences and math. I think the best advice I've ever been given is to create an image interpretation instead of an image description. Because you can interpret a graph much more quickly than to describe every single element of it. That's really what folks are looking for, even if you are not visually impaired. To see somebody's diagram or graph on the screen is very difficult. To have an interpretation that can be applied to the image and then read aloud. At that point, you're doing alternative text which gets sent with the file but also integrated description. You are sort of describing the image as your teaching. So wonderful, wonderful examples you've provided folks as far as functionality within an. It would be great to follow-up if you wanted to because we could maybe discuss pointers between the CCE and McMaster in terms of what things you folks are already doing and what things we can add that into and share among the instructors of McPherson. I am going to now invites Anne Pottier into the conversation. It is now 3:53, just being mindful of the time. Anne Is definitely the accessibility expert on campus. She will share with us her expertise from her multiple worlds. So Ann, I'm going to hand it over to you.

ANNE POTTIER:
I'm so excited to see how many people are on the call. Thanks to the organizing group for inviting me to be part of the panel. I was really excited to hear how you printing this into practice. It gives me great hope to see this is working for people and you can see how to put into practice and hopefully you'll be sounding boards were interested in learning more about that. My experience is related to assessable teaching but my experience is not as a specific as Kate said. I much broader because I'm not an instructor here, I'm the associate University librarian. When I came here, I started working with students with disabilities created the first library services with disabilities. Our purpose was to help students registered with student accessibility services get alternate formats of academic materials they needed in order to take their courses. Back in the day, a lot of that meant converting it to braille. We had students with visual impairments and the only way they could either text was to do braille. We still do braille for some students but we also do things like tag PDFs they can use with screen readers or more regularly, we are creating MP4 files for students learn best by listening. So the library still does that. It's one of the bread-and-butter things we do around services for students with disabilities. But also learn more about how we can help create alternate formats of materials students may need to use in their courses. A few years ago, we started assisting instructors by having videos you wish to use in your courses. Captioned. All courses need to be captions and instructors were including video clips from YouTube which then need to be captioned in order to be shown in class. So we've created a web forum where instructors can upload the video clip they need to use and we arrange to get it captioned so that you can use it in the course. We also went through our legacy media library which are old VHS and DVD's we acquired over the years. We replaced the VHS with DVDs where possible. We acquired new captioned DVD copies. But we also work with instructors who still wish to show films, to make sure we can get captioned versions to show in person but we've, with a workaround where we can help instructors that still want to show those videos in class, even if we can't find a captioned stream version for you to use remotely. If you're so working on including media in your courses, please reach out to us. There's a web form on the library accessibility page and we are happy to work with you to figure all that out. If you can't find it there, you are welcome to reach out to me directly. Most recently, we've been supporting students with disabilities registered with student accessibility services with the Echo 360 captures. I'm really happy to your both using those. What we do for students registered with student assess ability services, we have a team of staff and students cleaning up the transcripts in those captioned lectures and making sure the captioning is accurate for students to use in those classes. The captioning then gets turned on and is available. That's one of the things that's important to think about, having captioned lectures isn't just for use for those students that have disabilities. They can be tremendously helpful for students where English is their second language, for mature students, where the instructor has a heavy accent and for all students when reviewing their material. The transcripts are fully searchable and time stamped so students can be taken to exactly the spot they want to get back to go over the content again. They can play them back multiple times, they can speed up the sound, slow down the sound. Anything they need to make sure they're fully understanding the concept you were teaching during that class. I have taught for almost 30 years but mostly in the community college system which of course is not comparable to courses being taught at Mac. The first 15 years I taught in person and most recently it has been in various online platforms. I've tried hard to incorporate assessable teaching practices into all of those courses over the years. In the community college realm, many of the students are trying to gain more skills and knowledge and certificates so they can get a new or better job. Many are looking for second career options. They're all try to do it while they're working, with their family responsibilities. All of this has taught me to be more empathetic and structured to figure out what they need to improve themselves to get the courses they want and what it would take to get there. I've tried to make sure all my documents are assessable from the beginning. I'm really open to alternate assignments. I'm flexible with due dates and I know the students are really, really appreciative of it. Those are things they call out when they do evaluations of me as an instructor. How I was so flexible an understanding of the things they were encountering all along their journey while they were trying to get these courses they needed to improve their own situation. I've heard flex ability has been used quite a few time with Allison and Li.

really important things. I'm currently the chair of the McMaster accessibility Council comprised of senior managers from across campus whose responsibility it is to make sure McMaster becomes fully accessible by 2025, which very scarily is just around the corner. Building on that, I was asked to participate in the development of an AODA education standard for postsecondary education institutions. Here we are looking at all the things that need to be in place including all the parts of assessable education, universal design learning as we strive to become fully accessible by that looming deadline. The one thing I wanted people to know is you all may be feeling frustrated and anxious about having to spin this up quickly because we've been forced into this remote teaching and learning environment but everyone across the province is feeling exactly the same thing. All of our conversations are around how are we helping our own instructors in our specific institutions cope with all of this. I'm really happy we've been talking about accessibility for a long time at McMaster because immediate easier to provide support to the people needed to do this work more excessively as they're being asked to do it in this new remote environment. It's exactly the same at every institution. We could almost do a checklist of all things we've been through as we've been trying to support our instructors. We understand it's a struggle and it's a lot to learn but there are incredible resources that have been developed on campus between the equity office, UTS, everyone has been coming together over these last few months. Really pulling together and trying to figure out what it is we can do to help instructors as they tried to do it differently moving forward. I suggest you keep asking questions. Kate is a really good person to use as the traffic cop in all of this. If you're not sure who to ask, ask Kate and she will help you get pointed in the right direction. Because we don't want people creating things on their own. There's real value and everyone doing things in the same way and using the same platforms and building on what people have been learning in doing this work over the last few months. I will just leave it at that and Kate, it's off to you and questions from the group.

KATE BROWN:
Thanks so much. I just wanted to comment on a couple things you mentioned. One of which being, across Ontario, across Canada and also the United States, I think folks right now, even though the United States has legislation that's at least 15 years older than us. And even though there have been established accessibility programs in those institutions for several years now, they are panicking. I really think that folks, as much as we could have prepared for this, I still think there could have been more preparation. I think folks have responded incredibly. I was remarking based on your comments about the areas in which you were teaching. The community college environment and then Li, you mention students your teaching within CCE and the idea that assess ability has come to the forefront in your teaching experiences because you have a different audience that you are attending to. It's a different Werner. It's not the prototypical learner that might be envision when you're talking a university environment. I think that poses some of the biggest barriers when you talk about designing student centered learning. There's an idea that we are not including which your students, part-time students, students with disabilities, students that have other jobs. I think that even though COVID-19 has been awful as an experience collectively for the entire world. It's also really highlighted how many other things are going on in people's lives. How as a holistic learner, outside of what we may envision as a prototypical learner. Now when we think about someone between the ages of 18-22, and is on track to do a four year degree, etc. That person is no longer what we may have envisioned as a prototypical learner either. They may be operating from their home. They might have bad Internet access. So having to pivot and respond to the pandemic by focusing in on how we can support our learners is what I'm getting from all three of you as you're talking and has been really wonderful. So now that the conversations have finished, we have a couple questions in the chat but I wanted to also invite those in the audience to share ideas. These problems you may anticipate coming about as a result of the fall 2020 semester coming so quickly or ask very specific questions to some of the panelists. This can be done in the chat. This can also be done, you can also unmute and ask the question directly to the panelists or ask a bit more broadly. If that's comfortable for folks, we will cover the first question in the chat while folks are preparing what they may want to write or speak to.

ANNE POTTIER:
The comment about Eco 360. It's actually enabled in your Avenue to learn core so students don't have to sign into it directly. It's when you schedule the Echo 360 course, it's actually enabled within your Avenue so students don't have to go into that separately. I think that's my understanding.

KATE BROWN:
Mac video is definitely integrated into Avenue to learn. I'm just going to read it out loud. All three panelists to be recommending Eco 360. I've been balancing between that and recording lectures off-line and uploading them to Mac video. I've been concerned about asking students to have multiple logins and platforms to grapple with. Could anyone comment on Echo 360 versus - - and Mac video. Thank you for highlighting some of the struggle instructors will have to deal and grapple with using many different platforms which is already feedback from students we are getting. They are hoping that doesn't happen. I wonder before commenting myself is Allison and Li, if you have comments you want to offer to that specific question first.

LI WANG:
I use Eco 360 two record all videos which is incorporated into Avenue to learn. So now we only have one platform for students. Everybody should log in to Avenue to learn to do all the reading and watch all the videos. But definitely the Echo 360, we use it for recording. So then the CCE technicians can incorporate. Which means we can read everything from Avenue to learn directly. I didn't use a Mac video so I don't have any experience with that but I still feel Echo 360 is a very good one. It's very easy to use and has a lot of features. That the student can benefit from it. We still stick with the Avenue to learn. So that's my experience about the platforms.

KATE BROWN:
Allison, did you have anything you wanted to comment on?

ALLISON WILLIAMS:
Just briefly. Similar to Li, I use Eco 360 within Avenue. The one advantage of the Echo 360, it can actually create transcripts. So it provides an additional feature for accessibility. But otherwise, I think Li has done a great job talking about the attributes. Thank you.

KATE BROWN:
I might also add as I'm sending the link to the CCE policy on privacy and assess ability. Thank you for sending that to me. I just want to know it's a little out of date but also create guidance for folks that want to access it. The one comment I will make about 360 versus using Mac video. They are fundamentally different software. Echo 360 is a holistic classroom environment. So it will be a little bit more complicated in terms of its full functionality because there's functionality that's been embedded in it so it can almost mimic a classroom environment. You've got live streaming, recording, breakout rooms, folks can chat and interact with each other during live sessions. Once the video has been recorded, it will undergo a processing. And you will have automatic captions and transcript that gets generated with Mac video, it has recently incorporated a screen recording function which is actually amazing. Which means you don't have to screen record on another device and then sync back to Avenue to learn. It's the number of steps and the lack of integration that is frustrating I think, for folks. Mac video functions extremely well for what it is. It's fundamentally a video hosting platform similar to YouTube and Microsoft stream. I think they are probably working towards integrating more teaching and learning functionality within the platform but for now, the difference is Mac video might be easier to use in terms of its user interface because it has less functionality. But it might then require more effort once you've had the video recorded and then you have to sink or integrate it into Avenue. If you want to sort of mimic a classroom environment, Echo 360 may be the better option. – This presentation can be recorded and uploaded onto Mac video and then anyone can access it from McPherson's teaching and learning page, for example. Do we have other questions we've got in the chat? I'm wondering of these, if we have anything that hasn't been answered yet within the chat? Wax one has just come in around online instruction for learners with learning disabilities and maybe around attention span and synchronous courses or in other modes. Wondering if there's insight from the panelists or thoughts on resources.

KATE BROWN:
It's wonderful, and it's actually a systemic problem. Because if we look into some of the guidelines that would dictate digital accessibility, those international guidelines have been consistently critiqued for excluding folks with cognitive and learning disabilities. It's definitely a problem. I'm also going to invite panelists because you folks may have anticipated and designed some of your materials to account for this. But what we've been hearing in which we can provide resources for is the clearer the instruction, the more aligned the courses with whatever the course outcomes are within the course and what all the themes of your lectures are. So alignment of the course material is essential. Plain language and clarity of layout so it's easy to visually focus and understand what's happening in the presentation has been noted as extremely helpful. Not having too many options. We've mentioned flexibly but always flexibility within constraint. We wouldn't offer students or instructors for that matter, 15 different options for teaching and learning platforms but we might offer 2-3. That allows you to be creative without overwhelming folks. The other thing I can think of which is something I am trying to employ more and more. Cutting up my resources into short chunks. Any of the videos I record to not exceed more than 5-6 minutes. This can be done by stopping your recording as you talking or you can chunk it up if you know how to edit video. This way folks don't have to sit through 30-120 minutes of content. This will be more difficult in a synchronous environment if you are presenting a three hour lecture synchronously. Try not to do that if possible. You might have to build breaks into it but there's also the fact you will have to account for internet disruptions, folks coming from different time zones and of course, attention. We've had comments from students with disabilities, they are so sincere about wanting to engage. If they're sitting for 30 minutes in front of their screen and they know another 2.5 hours are coming, the two now and the trying hard not to tune out. I'm trying to imagine what that's like for both the instructor and student. Seems like it can be a bit painful for both parties participating. I'm not sure if the palace had other thoughts about designing for attention and for learning disability?

ALLISON WILLIAMS:
It's Allison here. I think what Kate has just shared is a really critical piece. Just to add what she has suggested already. I think it's useful to have multiple presenters. To switch up the personality front of the screen and that sort of comes back to the suggestion made about particularly, in my third and fourth year classes and graduate classes where have students providing the presentation, the content. The opportunity to not only present and learn and share, but also build and expand the knowledge base from a different perspective. So, and this is where students can get really creative and they're the ones that really know technology more than certainly my generation. (Laughs) So it's actually much more entertaining and it's also much more variable. So it does, it keeps your students longer. I think the idea of breaks is a good one as well. Fortunately, I do tend to lose students when breaks are taken. But also a really essential component and then burying the medium. We talked about news clips. YouTube clips, documentary film as well as you know - - online quizzes that can be done using some really neat technology available out there. That allows us to kick it up a notch

KATE BROWN:
(Inaudible) I don't think that's going to impact folks attention span so much. Where the impact could be seen as an editing video, processing and captioning the video. The actual logistics might be impacted by the minutes. But if your retelling before six and 12 minute chunks, I think the main point is folks feel like folks have control what they're viewing and when they're viewing it and if their Internet is really terrible one day, that they're not going to miss out on essential information. I think that more autonomous learning is the principal and then we don't have to focus quite so strictly on specific recommendations on things like minutes and timeline. But keeping the clips if you are doing recording under 20 minutes is probably a good idea and it will seriously help you with captioning. Can members of the public access videos published to Mac video? As far as I understand, yeah, you can send out public links but Katrina, could you verify that's true?

SPEAKER:
Yes, I believe you can.

KATE BROWN:
Perfect. Thanks Katrina. I found out - - I've relied in the past on nonverbal feedback and asking reflective questions for pacing and sharing engagement. What strategies do you use in the online environment which dampens feedback? The question is that we want to encourage feedback or are you worried about feedback being lessened? I think I need to understand the question more clearly, coming from Susan. Okay. Elizabeth has already responded. In my experience, the online environment actually enhances feedback. Students seem to be more prepared to ask questions than in a classroom. Very good observation. There will be two different dynamics happening with the addition of the chat function. You have feedback in your chat and then the engagement in real-time. Everything we have been recommending is to just elicit more feedback more regularly. One way this can be done is through online polls which we can send resources about assessable poles you can use. The other option are accessible forms that folks can send out with very basic question. Just gauging how things are working for them. I think my colleague Elyse sent a link to a Mac video previously about a student's need survey that has been developed by social sciences. It's already integrated into Avenue to learn. That can be sent through the chat. It's a great way to elicit feedback. I also want to send this link to a session happening next Monday on applying accessibility principles to online course design. I think that will help clear up some of the questions around the principles approach to assessable design. Folks may be asking in the chat as well. How can I integrate automatically generated captions within a Zoom session. Unfortunately, there are no live captions available for Zoom outside of a third party. You have to go to a separate venue to access close captioning for Zoom. Today we are integrating with Ai-Media who we are paying. Another option is - - and it's free. I think it's six dollars a month to upgrade. It's a great resource. Once you hit record and the sound is coming out of your computer, as you talk, it will live captions your conversation and you can simply send a link in the chat. So all of your learners can access the link and can access live captioning in another window. I'm losing track of some of the questions if you wouldn't mind letting me know what's next. We still got eight minutes.

SPEAKER:
This latest question that has come in, interactive elements and synchronized lectures. Any guidelines on how much time to give students if they can only engage asynchronously?

KATE BROWN:
Any suggestions from Li, or Allison or Anne.

SPEAKER:
An example would be a multiple-choice question like within Eco 360. But I want to make sure any students that cannot be present during synchronous lecture can still participate. Especially - - (Inaudible).

KATE BROWN:
I'm not sure with the functionality of 360 if folks can access that actor the lecture. My first thought would be you would have to create like a separate poll so that students can access those multiple-choice questions in a form. I can send you a link to the forms I am referring to. For asynchronous participation, that would be the best option, to include some sort of form that students can access outside the student environment. But I'm also speaking as someone who hasn't engaged within the - - feature.

LI WANG:
About the interaction part. I know an 360 as I mentioned before. If you put a video, the student can make notes or comments. (Inaudible) For the interaction part we provided online face-to-face meetings. If you have any questions or any part you feel difficulties. They can ask questions right there. We provide - - I do every second week for 1.5 hours online face-to-face meetings. Say I post articles a week ahead so the students can read and then I have a bunch of questions to ask the students to discuss. And then also we are posting on the discussion board. But the students didn't put too much time on that so that's why we do online face-to-face interaction. So I did the pre-class survey online that can incorporate into Avenue to learn and also have a survey about the feedback. What particular is more difficult. What they feel about the learning materials or any videos in the final term evaluation as well.

KATE BROWN:
We've also gotten a response from Michelle in the chat that just want to do a quick practice test and seems as though students can complete multiple-choice questions after the lecture has been posted. That being said, this was just a test from a view of a previous course. But I think it is possible. Maybe test that option out but hopefully it actually works in Eco 360 and if not, then creating an alternative format would probably be the recommendation I would provide. And Li had great recommendations based on your experience so thanks for that. So we've got four minutes left. Other things popping up that you would like to have addressed by the panelists or community of folks in the chat? Okay.

ALLISON WILLIAMS:
It's Allison here. I don't know if this has been proposed or thought about at all but it might be useful for - - to think about the worth sort of an accessibility survey of their student body. One month in to the fall semester. And then providing that feedback as quickly as possible. I think the last thing we want to do is have students dropping out of courses or potentially dropping out of program. If we are able to engage as SIS at this point to ensure what we're doing is best practice. I think that would be very useful.

KATE BROWN:
That is a great suggestion and is something I'm actually going to write down. I know we've been doing disability discussions with students ahead of the semester to see what their fears are and those are very specific, sort of experiential but it would be helpful to have broader data. We have another question. So thank you for that suggestion Allison. If an individual instructor has a very large class, several hundred students but no TA, do you have recommendations for moderating the chat? I know from my experience, as I've been moderating a lot of my education with large audiences and nobody to help me moderate, I set the ground rules at the beginning of the class paid well it's not a class, it's a public education webinar. I will say, I am by myself today. I don't have support moderating the chat so please put your questions into the chat. I will go through the presentation and will respond with the time I have left when I can. I think the idea after that, if you're using teams. I think Zoom has this capability as well. You can save the chat that has taken place in the class so you might be able to go back if you have time and respond to some of those questions. But it could be, that you do what you can - - (Laughs) - - essentially. I'm not sure if Allison, Li, and Anne, if you have suggestions as well.

LI WANG:
I've had large classes before. In China I had a 500 person class. But I didn't do that online.