<u>**Supporting ALL Students:**</u>
<u>**Including All Citizens (IAC) Inclusive Pedagogy**</u>

Switching to online learning can create numerous new barriers for students including students with disabilities. Here are seven things you can do to make your courses more accessible and support all your students.

1. Contact your students now, before the term starts and give them the information they need about **ordering text books**.
   At the end of the term students can be in a state of anxiety and worrying about end of term not necessarily thinking about the new imminent term. They may not know where to look for the information about textbooks now that we are fully online.
   If a student with a disability requires the text to be modified in any way – enlarged print for example – it needs to be sent to an outside source. This takes time. The student needs to send the textbook information to Accessibility Services (AS) and then AS sends it out to an outside source -CAPER- that does the modification. Having that one step done before the start of term can alleviate anxiety.

2. **Have multiple ways for students to contact you**.
   KPU email is one way for students to contact you. Texting communication apps, such as Remind: School Communication app, are a great way to keep everyone's personal information safe but allows for the easy communication via text. You create a class and share the code on Moodle for any student who wants to enrol in the communication device. They can use a non-KPU email address to get around any KPU Privacy issues. They can text you, you can text them all without sharing any personal cell numbers. WhatsApp is another example and one that also allows for video chatting.

3. **Use a larger font size on Moodle**. We recommend using Heading (Large) option.

4. **Have various forms for readings.** Some text to speech software can't read PDFs so it is best to use web pages or Word documents to accompany or replace any PDFs. Adobe Acrobat Reader DC can convert PDFs to word documents easily although this requires a subscription.

5. **Audio Readings** to accompany a text is another excellent way to provide multiple means of accessing course content for students. Students report that they like having the option of listening to the audio version and some would listen while reading the text at the same time. Providing audio readings can also help alleviate computer visual syndrome (CVS). There are several ways you can do this.

   a) The easiest way is using a text that is already available as an audio book.
   Audible Canada recently released 100s of audio books for free during the COVID-19 pandemic:

https://stories.audible.com/discovery

b) There are also numerous free text-to-speech software programs available for both Mac and Microsoft.

https://elearningindustry.com/14-free-text-to-speech-tools-educators-tts-teachers

However, not all students have access to those text-to-speech programs. Further, some students find the monotone, robotic voice actually inhibits their ability to understand and engage with the reading.

c) We have been audio recording assigned readings ourselves and have found this to be an effective way to provide additional means of accessing content. Using a digital recorder and microphone helps create a good quality recording that is easily uploaded onto Moodle.

6. **Audio narrated power point/presentations**. Most of us use a presentation format in our classrooms and it doesn't have to end with the switch to online.
Many students are visual learners and having a presentation that accompanies your lecture is perhaps the best and easiest way to create multiple ways for students to access and be engaged in the content of a lecture.

Keep your power points posted so students can access them throughout the term.

For additional accessibility options include your lecture script located on the notes section of the presentation on the bottom: Add Notes. This is an excellent way to support all students including students who require a note taker.

Adding audio to your presentation online is essential for accessibility. There are a few ways of doing this with varying degrees of time commitment for you.

a) Have your power point/presentation and audio as separate files. Using a digital recorder, audio record the script to your lecture and uploaded it as an audio file for students to listen to while looking at the power point. Make sure you say "next" or "slide number" when moving on to a different slide so students can easily follow along with your lecture. This is an easy solution and students have said it is helpful. They can also access both files later if they want to relisten.

b) Audio record right on the power point. Create your power point presentation and when you are done go up to the Slide Show option at the top and click. A new tool line appears and click on the Record Slide Show. This takes you into the recording mode. Follow the instructions. It is quite easy and when accessed by students, will play seamlessly.

c) For more advanced accessible audio recording of power points complete step two and save your power point as an MP4. If you do not have your own YouTube channel you

can create one easily and for free. I keep mine on Private setting so no one else can see the film. Once you have saved your power point MP4 you can add close captioning. YouTube's close captioning is not very accurate so you can type in your actual script and it will show up as close captioned. YouTube films can be uploaded onto Moodle by copying its link and under the My Media link found in the Top Left Corner of your course you can add it.

You could also use Kaltura in Moodle. However, some students like the YouTube option better because they have the option of asking you for the link later, even after they are finished with your class.

Here is a link to information on how to add audio to your power points: https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c

d) **Image Description** – please include image and video description. This is important for anyone who has a visual disability. For example, on your power point slides if you have an image it should have an image description.
Moodle is also already set up for you to do this.
This is a useful resource that shows you how to add image descriptions: https://accessibility.umn.edu/core-skills/alt-text

7. If you are using BBB for discussions or lecture record the session. This will help with asynchronous teaching and also provide the ability for students to access it again later. Students have said this was a very helpful feature with the switch to online.

This list has emerged out of the Including All Citizens (IACP) project. Since 2016, we have been researching and documenting the teaching strategies and techniques that support a wide range of learners including students with intellectual disabilities. Without adapting curriculum, we have been using the principles of Universal Design for Learning (UDL) to transform our teaching. An Inclusive Pedagogy has emerged in collaboration with faculty, students, and community partners. The IAC has been supported by a three-year Vancouver Foundation Grant, a three-year Irving K Barber grant, and various internal KPU grants.

We are here if anyone wants to have further discussions or if they need support in transforming their teaching to be fully inclusive. We are fully committed to collaboration and the Inclusive Pedagogy that forms the foundation of the IAC is never in a state of completion. It emerges and is transformed everyday as faculty interact with it and add to it. The IAC is a web of knowledge regarding pedagogy and we welcome your input and inclusion.
For any additional support or discussion please don't hesitate to contact the IAC team:

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