

CREATING AN ACCESS FRIENDLY ENVIRONMENT

Presented by

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This verbatim transcript is to accompany the presentation slides in PDF with the same name.

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1 KRISTEN: THANKS FOR JOINING US, EVERYONE. I'M GOING TO
2 BE MODERATING THE SESSIONS. I'M THE FRIENDLY FACE
3 YOU'LL SEE IN THE CHAT BOX. BEFORE I HAND IT OVER TO
4 MEGHAN TO GET US STARTED WITH THIS WORKSHOP, I WANT TO
5 TOUCH ON A LITTLE BIT OF THE PROCESS AND PROCEDURE FOR
6 THE WORKSHOP TODAY. THERE'S LOTS OF DIFFERENT WAYS TO
7 ENGAGE AND TO ASK QUESTIONS. THERE'S TWO MAIN WAYS TO
8 DO THAT. IF YOU HAVE A QUESTION ABOUT SOMETHING
9 REALLY SPECIFIC THAT MEGHAN'S GOING OVER, YOU CAN USE
10 THE RAISE HAND FEATURE. IT'S A LITTLE BUTTON AT THE
11 BOTTOM OF THE SCREEN. IT LOOKS LIKE SOMEBODY WAVING
12 THEIR HAND. AND THAT'LL JUST ALERT ME, AND WE'LL TAKE
13 A PAUSE, AND YOU CAN USE THE MICROPHONE OR THE CHAT
14 BOX TO ASK A QUESTION RELATED DIRECTLY TO WHAT MEGHAN
15 IS GOING OVER. IF YOU HAVE A QUESTION THAT IS
16 TANGENTIAL, WE ASK THAT YOU USE THE CHAT BOX. YOU CAN
17 ACCESS THAT BY CLICKING THE BOTTOM RIGHT-HAND CORNER
18 OF YOUR SCREEN. YOU CAN TYPE IN COMMENTS OR
19 QUESTIONS. I'LL KEEP TRACK OF ANY QUESTIONS THAT YOU
20 WANT ASKED AT THE END FOR MEGHAN. SO FEEL FREE TO USE
21 EITHER OF THOSE AS IT WORKS BEST FOR YOU, AND I'LL BE
22 KEEPING AN EYE ON IT. IF YOU'RE HAVING CONNECTIVITY
23 ISSUES OR TECH PROBLEMS, FEEL FREE TO PUT THAT IN THE
24 CHAT BOX AND I CAN TROUBLESHOOT FOR YOU. WITHOUT
25 FURTHER ADO, WE'LL TURN IT OVER TO MEGHAN TO RUN THIS

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1 WORKSHOP. WE'RE REALLY EXCITED EVERYBODY HAS JOINED
2 US TODAY.

3 MEGHAN: KRISTEN, CAN YOU ALSO ELEVATE -- EARLLENE, SORRY.

4 I WANT TO MAKE SURE SHE CAN SPEAK WHEN SHE NEEDS TO.

5 KRISTEN: YEAH, SHE'S ALL THE WAY UP.

6 MEGHAN: OKAY. I WASN'T SURE.

7 WELCOME, EVERYONE. MY NAME IS MEGHAN CURRIE.

8 I'M AN ACCESSIBILITY ADVISOR AT UBC. I'M THE

9 INCLUSIVE COORDINATOR. YOU'LL SEE ME ON A SMALL

10 CORNER RIGHT NOW. I WILL DESCRIBE MYSELF. I'M ABOUT

11 FIVE THREE, I HAVE LONG RED CURLY HAIR. TODAY I'M

12 WEARING GLASSES BECAUSE WE ARE IN FRONT OF A SCREEN.

13 I HAVE MY BLUE UBC SHIRT ON. AND MY PRONOUNS ARE HER,

14 HERS, AND HERS. AND I SELF-IDENTIFY AS A PERSON WITH

15 A DISABILITY. WOULD YOU LIKE TO DESCRIBE YOURSELF?

16 EARLLENE: HI, EVERYBODY. WELCOME TO OUR WORKSHOP.
 MY

17 NAME IS EARLLENE. I'M THE MANAGER OF THE DISABILITY

18 RESOURCE CENTRE. MY PRONOUNS ARE SHE, HER, HERS. AND

19 I'M FAIRLY SHORT, UNDER FIVE SIX FOR SURE. I WEAR

20 GLASSES, AND I IDENTIFY AS AN ABLE-BODY PERSON.

21 MEGHAN: THE SLIDE WE'RE LOOKING AT RIGHT NOW DEPICTS A

22 GROUP OF PEOPLE. WE DON'T KNOW THEIR ABILITIES. WE

23 DON'T KNOW MUCH ABOUT THEM, AND WE SHOULDN'T ASSUME

24 THAT. YOU CAN SEE THAT THE IMAGE ITSELF IS ACTUALLY

25 OKAY, SO IT'S BEEN SET TO THE BACKGROUND. AT THE HIGH

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1 CONTRAST TEXT OF THE TITLE HAS BEEN PLACED VISIBLY
2 ABOVE THAT. IT'S IMPORTANT TO NOTE THAT I WILL BE
3 DESCRIBING ALL THE IMAGES AND EVERYTHING ON THE TEXT
4 AS WE GO THROUGH THIS. AS SUCH, I'M GOING TO READ TO
5 YOU THAT THE TITLE IS CREATING ACCESS FRIENDLY
6 ENVIRONMENT. THIS IS PRESENTED BY THE DISABILITY
7 RESOURCE CENTRE AT THE... WE HAVE EARLENE ROBERTS,
8 THE MANAGER, AS YOU'VE ALREADY HEARD. AND MYSELF
9 MEGHAN CURRIE ADVISOR AND COORDINATOR. I'D LIKE TO
10 TAKE THIS MOMENT TO ACKNOWLEDGE THAT THE UBC
 OKANAGAN
11 CAMPUS IS ON THE UNCEDED TERRITORY OF THE OKANAGAN
12 NATION. THIS SLIDE, I THINK READS A LITTLE BIT
13 EASIER. WE HAVE TO ASK OURSELVES IF WE ACTUALLY NEED
14 THE IMAGE AND WHAT IT'S TRULY TRYING TO CONVEY. I'M
15 NOT GOING TO DESCRIBE THIS SAME IMAGE AGAIN FOR YOU.
16 WE JUST WENT OVER. KEEP IN MIND THAT IF YOU'RE USING
17 IMAGES TO TRY TO COMMUNICATE REALLY THINKING ABOUT IF
18 IT'S RELEVANT AND PREVALENT TO THE INFORMATION YOU'RE
19 PRESENTING. SO THIS LINE HERE SAYS AGENDA. THIS
20 WOULD HAVE BEEN SENT OUT TO YOU IN ADVANCE OF THE
21 PRESENTATION OR AVAILABLE -- SORRY. AVAILABLE ON THE
22 EVENTS PAGE AT THE CTL. SO THE RULES OF ENGAGEMENT,
23 THE EXPECTATIONS AND OBJECTIVES. WE'LL TALK ABOUT THE
24 ACCOMMODATIONS, ABOUT TECHNOLOGY YOU AND YOUR
 STUDENTS

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ARE USING. WE'LL SHARE WHAT WE'RE WORKING ON RIGHT

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1 NOW. AND HAVE A GENERAL DISCUSSION WHERE WE CAN HEAR
2 FROM EVERYBODY. THIS PAGE HAS THE EMBLEM ON THE FAR
3 RIGHT SIDE. I'M NOT GOING TO LIST THAT EVERY TIME ON
4 A SLIDE. THIS IS PAGE 3 OF 20. I'M NOT GOING TO LIST
5 THAT EVERY TIME EITHER. JUST TO GIVE CONTEXT OF WHERE
6 WE'RE GOING. THE RULES OF ENGAGEMENT. WE ASK YOU
7 TURN OFF YOUR MICROPHONE AND CAMERA. IF YOU HAVE
8 QUESTIONS, IF YOU COULD RAISE YOUR HAND. OR YOU CAN
9 ALSO USE THE ICON IN THE BOTTOM OF THE LITTLE HAND
10 PERSON. THE CHAT BOX CAN BE USED TO GET ANY CHECK
11 HELP, ANY QUESTIONS YOU'D LIKE US TO ADDRESS AT THE
12 END OF THE PRESENTATION, AND ANY INFORMATION YOU'D
13 LIKE TO SHARE. KRISTEN IS MONITORING THAT FOR US. AS
14 I SAID, WE'LL HAVE TIME AT THE END OF THE PRESENTATION
15 FOR QUESTIONS. WE HAVE A REMOTE CAPTIONER WITH US,
16 ELIZABETH. YOU SHOULDN'T HAVE WHEN YOU JOINED --IF
17 YOU HAVEN'T ALREADY, HAD THE QUESTION COME UP IF YOU'D
18 LIKE TO SEE THE CAPTIONS. HIT SPACE BAR WITH THE YES
19 OR NO. SO THAT'S AVAILABLE TO SUPPORT YOU THROUGH THIS
20 PRESENTATION. THERE WILL BE A TRANSCRIPT OF THIS
21 AFTERWARDS.

22 THE OBJECTIVES AND EXPECTATIONS, EARLLENE DO YOU
23 WANT TO DO THIS ONE?

24 EARLLENE: SURE I CAN JUMP IN HERE. THIS WORKSHOP, THE
25 INTENTION IS WE'LL BE ABLE TO PROVIDE INFORMATION

1 ABOUT HOW TO INCORPORATE ACCOMMODATIONS AND GENERAL
2 ACCESSIBILITY IN YOUR ONLINE COURSES. WE'RE FRAMING
3 ACCESSIBILITY FROM THE PERSPECTIVE OF POSSIBLE
4 FUNCTIONAL CHALLENGES AND THE SUBSEQUENT STUDENT
5 EXPERIENCE. SO BOTH -- WE'RE FOCUSING MORE ON MIND
6 FOR THIS -- FOR CURRENT TIMES. THERE'S SOME
7 INFORMATION THAT MAY BE AROUND CLASSROOM EDUCATION.
8 AND WE CAN -- WE ALSO TALK ABOUT HOW THE FUNCTIONAL
9 LIMITATIONS AND HOW THAT STUDENT EXPERIENCE SHAPE AND
10 INFORMS THE ACCOMMODATION AND ACCESS DIRECTLY. WE TRY
11 TO CREATE SOME SPACE AS WELL, SHARE IDEAS YOU MAY HAVE
12 OR HAVE QUESTIONS OR HAVE SOME DISCUSSION ABOUT
ACCESS
13 AND INCLUSION. THE IF YOU WANT TO PUT IN THE IF
14 THERE'S SOMETHING SPECIFIC YOU WANT FROM THIS SESSION,
15 SHARE IN THE CHAT. IF YOU WANT TO SAY SOMETHING, JUST
16 RAISE -- DIGITALLY RAISE YOUR HAND AND WE'LL GET TO
17 YOU.

18 KRISTEN: GREAT. SETTING THE STAGE. BEFORE YOU HAVE --
19 START YOUR CLASS. WE RECOMMEND THAT YOU SHARE AN
20 AGENDA OR OBJECTIVES IN ADVANCE LIKE WE DID FOR THIS
21 SESSION. IT GUIDES THE STUDENTS AND GIVES CONTEXT
22 WHAT TO EXPECT FROM EACH SESSION. IT DOESN'T HAVE TO
23 BE LENGTHY, DOESN'T HAVE TO BE EVERYTHING. JUST GIVES
24 THEM SOME DIRECTION. BE COULD GO ANY SENT OF THE
25 COGNITIVE LOAD OF THIS ONLINE SET. THERE'S LOTS OF

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1 TECHNOLOGY, THINGS ARE FLASHING AND MOVING. AND
2 THEY'RE SPENDING A LOT OF TIME IN THESE SETTINGS. BE
3 FLEXIBLE. NOT ALL STUDENTS HAVE THE SAME NEEDS.
4 BEING FAIR DOES NOT MEAN NECESSARILY TREATING EVERYONE
5 THE SAME. WE RECOMMEND YOU PLAN FOR AN
ASYNCHRONOUS
6 LEARNING AND TEACHING ACTIVITIES BECAUSE IT ALLOWS FOR
7 A VARIETY OF DIFFERENT LEARNERS TO ENGAGE AT DIFFERENT
8 COMPONENTS AND STAGES. BUT ALLOWS THEM TO ALSO ADJUST
9 WHEN THEY ARE MOST ALERT OR ABLE TO PARTICIPATE IN
10 FUNCTION IN PARTS OF YOUR CLASS. DURING THE CLASS
11 ITSELF, MANAGING EXPECTATIONS AS WE'VE LAID OUT, A BIT
12 OF ONLINE ETIQUETTE AND EXPECTATIONS ABOUT RAISING
13 HANDS, SPEAKERS. OTHER THING I REALLY LIKE -- I
14 REALLY LIKE THIS. I HOPE MORE WILL USE. WE ALWAYS
15 IDENTIFY WHEN SPEAKING IN MEETINGS, GROUPS, JUST SAY
16 YOUR NAME EVERY TIME. CAN'T ASSUME EVERYONE KNOWS WHO
17 IS SPEAKING AND IS RECOGNIZING VOICES. ALSO IN THE
18 CASE OF SOMETHING LIKE THIS, WHERE WE HAVE A
19 CAPTIONIST, ABLE TO -- THEY'RE ABLE TO CAPTURE EVERY
20 CLEARLY WHO HAPPENS TO BE THE SPEAKER. THEN TO MUTE
21 YOURSELF WHEN NOT SPEAKING. LAYING OUT SESSIONS AND
22 QUESTIONS IN DETAIL. TELLING ABOUT THE ORDER AND
23 DURATION AND THE TASKS YOU'RE GOING TO BE DOING YOUR
24 CLASS IS ALSO REALLY HELPFUL TO GIVE THE STUDENTS AN

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IDEA WHERE -- THE TRAJECTORY YOU'RE GOING ON. PAUSE

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1 REGULARLY. AND DON'T MOVE THROUGH TOO QUICKLY
2 THROUGH
3 THE CONTENT. UNFORTUNATELY I FEEL LIKE TODAY WE HAVE
4 A SHORT AMOUNT OF TIME WITH YOU. WE ARE GOING TO BE
5 MOVING A LITTLE QUICKLY. WE DO HAVE LOTS OF TIME TO
6 TALK AND CHAT TOO. BE AWARE ANY SYNCHRONOUS
7 CLASSES -- CREATE A LOT OF ANXIETY AND UNNECESSARY
8 STRESS FOR STUDENTS. KEEP THAT IN MIND. MIGHT BE A
9 GREAT WAY TO CHECK IF THEY'RE LEARNING BUT ALSO MIGHT
10 BE VERY CHALLENGING FOR SOME STUDENTS.
11 SO THIS SLIDE SAYS WAYS TO HEAR. THIS IS AN
12 IMAGE A YOUNG MAN WITH OVER-EAR HEAD PHONES ON.
13 LOOKING DOWN AT WHAT APPEARS TO BE A SMART PHONE OR
14 DIGITAL DEVICE OF SOME SORT. THIS IMAGE IS MEANT TO
15 ASK YOU TO THINK ABOUT WHAT YOUR AUDIENCE IS ACTUALLY
16 EXPERIENCING FROM YOUR ORAL PRESENTATION AND HEARING
17 OF IT. SO THINKING ABOUT THE STUDENT THAT MIGHT BE
18 DEAF OR HARD OF HEARING OR PRESENTER, THEY MAY ONLY BE
19 ABLE TO HEAR PORTIONS OF WHAT YOU'RE SAYING AND NOT
20 EVERYTHING. A LOT OF TIMES YOU'LL SEE THIS
21 PRESENTATION FOR THEM REASONS I TURNED OFF MY VIDEO
22 IT'S NOT IN COLLABORATE, A SMALL ICON IN THE CORNER.
23 IN ZOOM, OTHER TOOLS THAT -- THE PRESENT SENIOR A
24 LITTLE BIT LARGER, KEEP IN MIND PEOPLE MIGHT BE
 READING LIPS. CAPTURE ABOUT 30 PERCENT OF CONTENT
 CAN

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BE CAPTURED THAT WAY. SPEAKING OVER TOP OF YOUR

1 SLIDES CAN BE INACCESSIBLE AS WELL. FOCUS ON WHAT IS
2 WRITTEN ON THE SLIDES AND NOT HAVING THEM BE
3 DIFFERENT. WE NEVER KNOW WHO HAS THE ABILITY TO BOTH
4 SEE AND HEAR THAT. KEEPING IN MIND WE'RE TALKING A
5 LOT ABOUT TECHNOLOGY, LOSS OF CONNECTIVITY, AND ALSO
6 JUST ABOUT HOW PEOPLE PROCESS. THEY MAY NOT BE ABLE
7 TO -- CHALLENGE WITH SPEECH, THE WAYS WORDS YOU'RE
8 USING, THAT SORT OF -- HOW IT'S BEING SPOKEN.
9 TYPICALLY MAY NOT HAVE THAT FRAME OF REFERENCE.
10 STUDENTS COME IN AND OUT OF FOCUS SOMETIMES DURING
11 CONVERSATION IN CLASS. SOMETHING TO KEEP IN MIND IS
12 WHEN YOU ASK... SESSION OR LECTURE HALLS, CAN EVERYONE
13 HEAR ME? THE TRUTH OF THE MATTER IS THE PERSON THAT
14 CANNOT HEAR YOU DIDN'T ACTUALLY HEAR YOU ASK THE
15 QUESTION. AND THEY'RE NOT LIKELY TO PUT THEMSELVES OR
16 SAY SOMETHING BECAUSE THEY MAY BE UNCOMFORTABLE,
17 EMBARRASSED BY THAT.

18 THIS SLIDE SAYS... STILL THINKING ABOUT MAKING
19 SURE THAT YOUR CONTENT HAS ALL THOSE THINGS. IF YOU
20 CAN CREATE THEM, THAT'S ALWAYS EVEN BETTER. MAKING A
21 PRESENTATION OF YOUR PRESENTATIONS AFTERWARDS
22 ALLOWS
23 FOR STUDENTS EASE OF REVIEWING STUFF. I KNOW THAT IN
24 OUR CLASSROOM ENVIRONMENTS IT CAN BE VERY CHALLENGING
25 TO DO THAT. IF WE'RE DOING A WORKSHOP OR SOMETHING
LIKE THIS WHERE WE HAVE THE ABILITY TO, I ENCOURAGE

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1 YOU TO. LEAVE THE RECORDINGS UP FOR THE DURATION OF
2 YOUR COURSE. WE'VE BEEN HEARING CONTENT IS ONLY LEFT
3 UP FOR A SHORT AMOUNT OF TIME. THAT CAN BE
4 CHALLENGING FOR STUDENTS TO GET TO AT ANY TIME BECAUSE
5 OF WHERE THEY MIGHT BE AT OR THE AMOUNT OF LOAD OR
6 JUST THE IMPACTS ON THEIR DISABILITY. WHEN YOU LEAVE
7 THAT AVAILABLE AT ALL TIMES, THEY CAN COME BACK AND
8 CHOOSE TO COMMENT ON THAT. USING YOUR HEADSET
9 WHENEVER POSSIBLE TO SPEAK ALLOWS FOR CLEARER
10 CONTENT
11 AND COMMUNICATION FOR BOTH SOMEONE THAT HAS AN
12 AUDITORY DISABILITY BUT ALSO JUST THE CLASS IN GENERAL
13 AND A CLEARER RECORDING. ELIMINATE BACKGROUND NOISE
14 WHEN TRANSMITTING AND RECORDING AS WELL IS VERY
15 HELPFUL. FACING THE CAMERA AT ALL TIMES. THIS IS
16 SAME IN A CLASSROOM ENVIRONMENT TOO. PLEASE ALWAYS
17 TRY TO LOOK TOWARDS YOUR AUDIENCE. PRESENTING THINGS
18 FROM BEING IN FRONT OF YOUR FACE, SO HANDS, FINGERS,
19 MUGS, PAPER, THAT SORT OF STUFF, ANYTHING THAT COULD
20 MAKE IT MORE CHALLENGING FOR SOMEONE WHO MIGHT BE LIP
21 READING. PROVIDING GOOD LIGHTING WHILE RECORDING OR
22 SYNCHRONOUS LEARNING. THEY COULD BE WATCHING YOUR
23 BODY LANGUAGE AS WELL AS READING YOUR LIPS. IF YOU
24 HAVE A CAPTIONER OR ASL INTERPRETER IN YOUR CLASSROOM,
25 THAT IS AN ACTUAL ACCOMMODATION, PLEASE WORK WITH US
AND HOW TO INTEGRATE IN POSTPRODUCTION OR DURING THE

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1 PROCESS SO THOSE CAN... FOR THOSE STUDENTS.
2 PARAPHRASING QUESTIONS AND COMMENTS IS IMPORTANT,
3 ALLOWS FOR THEM TO HEAR IT AGAIN. AND THE VISUAL
4 DESCRIPTION WHENEVER POSSIBLE IS ALSO REALLY HELPFUL,
5 DESCRIBING AS YOU GO. PROVIDING MATERIALS IN ADVANCE,
6 IF POSSIBLE. THAT'S ALWAYS REALLY HELPFUL TO GIVE
7 STUDENTS THE OPPORTUNITY TO SORT OF SEE WHERE WE'RE
8 GOING. AGAIN, ALL PART OF THAT FORWARD PLANNING AND
9 ROAD MAPPING THE. AND I STRESS THIS ONE BEFORE
10 ALREADY: SPEAKING -- IDENTIFYING EVERYONE AS THEY
11 SPEAK IS ALSO REALLY HELPFUL. EARLLENE?
12 EARLLENE: HI. EARLLENE AGAIN. SO KEEPING IN MIND THAT
13 STUDENTS THAT HAVE HEARING IMPAIRMENT WHO ARE DEAF OR
14 HARD OF HEARING ARE NOT GETTING YOUR FULL INFORMATION
15 IN THE SAME WAY AS HEARING STUDENTS WILL RECEIVE THE
16 INFORMATION. SO SOME OF THE THINGS THAT --
17 ACCOMMODATIONS THAT YOU'LL SEE THOSE STUDENTS HAVE
18 ARE
19 ALTERNATE FORMAT OF MATERIALS. SO THEY'LL HAVE --
20 THEY MAY NEED TO HAVE THEIR MATERIAL PROVIDED TO THEM
21 IN A DIFFERENT FORMAT SO THEY CAN USE DIFFERENT
22 SOFTWARE TO MAKE IT MORE ACCESSIBLE TO THEM. THEY
23 OFTEN TAKE LONGER TO GET THROUGH MATERIAL THAN
24 STUDENTS WHO ARE JUST -- WHO DON'T HAVE HEARING
25 IMPAIRMENT. AND SO OFTEN WE'LL ASK FOR THEM TO HAVE A
 SYLLABUS IN ADVANCE OF THE CLASS. THAT WAY THEY CAN

1 START PREPARING THEIR MATERIALS IF THEY NEED TODO
2 ALTERNATE FORMAT, THEY CAN REQUEST THEM EARLY ENOUGH
3 AND START PREPARING THEM FOR THEMSELVES SO THAT THEY
4 HAVE THEM IN TIME FOR THE CLASS TO BE GIVEN. SAME
5 THING WITH HANDOUTS AND OTHER MATERIALS OR SLIDES. IF
6 THEY MAY NEED TO HAVE THOSE ADVANCE, SO THEY CAN
7 PREPARE THEM AND BE -- AND HAVE -- ALSO IT HELPS FOR
8 UNDERSTANDING AND GETTING MORE INFORMATION IF THE
9 STUDENTS ARE EXPOSED TO THE INFORMATION BEFORE THE --
10 BEFORE THE LECTURE, BEFORE THE LEARNING ACTIVITY,
11 THEY'VE HAD A CHANCE TO REVIEW IT IN ADVANCE. SO THEY
12 KNOW WHAT'S COMING, AND IT'S JUST EASIER TO -- FOR
13 THEM TO BE ABLE TO PIECE TOGETHER THE PIECES OF
14 INFORMATION THEY ARE RECEIVING IN THAT CONTEXT. THEY
15 MAY OFTEN USE SOME FORM OF ASSISTIVE TECHNOLOGY. SOME
16 STUDENTS MAY HAVE CLASSROOM ASSISTANCE. SO IN
17 PARTICULAR, SO CAPTIONING. FOR STUDENTS WHO ARE DEAF,
18 WELL, AND USE ASL AS A COMMUNICATION, FOR THEIR
19 COMMUNICATION, WE'LL HAVE INTERPRETERS. THEY OFTEN
20 WILL HAVE EXTENDED TIME FOR EXAMS. PART OF THAT IS
21 DUE TO PARTICULARLY FOR DEAF STUDENTS, THEIR FIRST
22 LANGUAGE IS ASL AND NOT ENGLISH. THEY NEED A LITTLE
23 BIT MORE TIME TO -- AND THE INTERPRETER WILL INTERPRET
24 QUESTIONS FOR THEM. TAKES A BIT MORE TIME.
25 THAT'S PROBABLY ABOUT IT FOR ACCOMMODATIONS.

1 ARE THERE ANY QUESTIONS ABOUT THE KINDS OF EXPERIENCES
2 THAT STUDENTS WITH HEARING IMPAIRMENT MIGHT HAVE
3 AND/OR THE KINDS OF ACCOMMODATIONS YOU MIGHT SEE FOR
4 THOSE STUDENTS?

5 OKAY. LET'S MOVE ONTO THE NEXT SLIDE.

6 MEGHAN: GREAT. THIS SLIDE SAYS WAYS TO SEE AND WATCH.
7 THIS IS AN IMAGE, UP CLOSE IMAGE OF HUMAN EYELASHES.
8 SO WE'RE ASKING THAT YOU THINK ABOUT THE WAYS IN WHICH
9 YOUR AUDIENCE IS ACTUALLY ENGAGING WITH YOUR VISUAL
10 MATERIAL THAT YOU'RE PRESENTING IN CLASS. AS I
11 MENTIONED A LITTLE BIT EARLIER, ALL IMAGES AND
12 PICTURES, ARE THEY REALLY MEANT TO CONVEY -- ARE THEY
13 CONVEYING RELEVANCE? AND HOW IS THAT INTEGRATED WITH
14 WHAT YOU'RE TALKING ABOUT? DESCRIBING ALL THE IMAGES
15 THAT YOU'RE PRESENT SOMETHING REALLY IMPORTANT,
16 ESPECIALLY FOR STUDENTS THAT HAPPEN TO BE BLIND OR
17 HAVE LOW VISION. THEY'RE NOT SEEING WHAT YOU'RE
18 PRESENTING. SO REALLY IMPORTANT TO DESCRIBE THAT. IT
19 ALSO COULD BE CULTURAL RELEVANCY TO A PARTICULAR TOPIC
20 OR IMAGE, THE WAY IT'S BEING PRESENTED. COULD BE ALSO
21 THEIR LIVED EXPERIENCE OR OTHER DISABILITIES.

22 SO BEING REALLY CLEAR WHEN YOU'RE DESCRIBING
23 YOUR IMAGES. COLOUR AND CONTRAST. ARE YOU USING
24 THOSE? HOW ARE YOU USING THEM? THEY MAY NOT BE
25 EASILY DECIPHERABLE TO EVERYONE. COULD BE

1 OVERESTIMATION, TOO MUCH, TOO BUSY, THINGS FLASHING.
2 COULD ALSO BE A DISTRACTION AND REALLY SOMEONE COULD
3 THEN HYPERFOCUS ON A COMPONENT. JUST ASKING, YOU
4 KNOW, WATCHING WHAT THAT IMAGE IS ACTUALLY, LIKE, HOW
5 THAT COULD BE IMPACTING THEM. ALSO COULD BE SENSORY
6 SENSITIVITIES TO THINGS, SO MIGHT BE -- THEY MIGHT BE
7 OVERLOADED, BRING BACK SOME TRAUMA OR WOUND THAT
8 COULD
9 MAKE A STUDENT VERY UNCOMFORTABLE. JUST KEEPING THOSE
10 POSSIBLY IN MIND SO THAT TRIGGER POINT THAT COULD BE
11 CHALLENGING FOR STUDENTS.

12 SO THIS NEXT SLIDE SAYS THE VISUAL EXPERIENCE
13 AND ACCESSIBILITY. SO CAPTIONING IMAGES. HAVING THAT
14 LITTLE DESCRIPTION AT THE BOTTOM OF YOUR IMAGE WHEN
15 CREATING YOUR CONTENT IS REALLY HELPFUL TO CONVEY THE
16 PURPOSE AND CONTENT OF THAT IMAGE, NOT NECESSARILY,
17 YOU KNOW, THIS IS A PICTURE OF A CAT. IT'S THE CAT IS
18 JUMPING, TYPE THING. CREATING ALT TAGS AND TEXT. SO
19 IN YOUR DOCUMENTS, ADDING THOSE SO THAT WHEN A SCREEN
20 READING SOFTWARE COMES THROUGH, IT HAS THE ABILITY TO
21 IDENTIFY THAT THIS IS A PICTURE OR MAYBE THAT IT'S,
22 LIKE, ON OUR SLIDES, THE UBC EMBLEM IS -- IS NOT
23 REALLY RELEVANT TO THE CONTENT OTHER THAN WE'RE AT
24 UBC. SO WE WOULDN'T NEED A SCREEN READER TO READ
25 THAT. WE WOULD TELL IT INSIDE THE CODE, INSIDE YOUR
DOCUMENTS, YOU CAN TELL IT NOT TO READ THAT.

1 INCLUDING AUDIO DESCRIPTIONS OF IMAGES IS ALSO A GREAT
2 WAY TO SUPPORT YOUR STUDENTS. AND DESCRIBE VIDEO,
3 WHICH IS THE OPPORTUNITY FOR THE NARRATIVE OF ALL THE
4 VISUAL COMPONENTS OF A FILM OR PRESENTATION TO BE
5 PROVIDED. SO SEEING IF THOSE ARE AVAILABLE FOR THE
6 PRESENTATIONS THAT YOU'RE DOING OR IF THERE'S A WAY
7 FOR YOU TO SUPPORT THAT IN AUDIO OR WRITTEN FORMAT FOR
8 STUDENTS TO BE ABLE TO UNDERSTAND WHAT THEY'RE LOOKING
9 AT. AGAIN, ALTERNATE FORMAT MIGHT BE AVAILABLE TO
10 STUDENTS. FOR INFORMATION THERE, BEING PRESENTED WITH
11 MIGHT BE TURNED INTO BRAILLE, COULD BE TURNED INTO
12 RAISED LINE DRAWINGS. THEY MAY -- THE STUDENT MIGHT
13 NEED THE OPPORTUNITY TO REVERT THE BACKGROUND OR
14 ALLOW
15 FOR MAGNIFICATION OF THE TEXT. TOOLS THE STUDENTS USE
16 BUT ALSO THINGS WE SUPPORT TO ENABLE STUDENTS TO HAVE
17 ACCESS TO VISUAL CONTENT. DESCRIBE AND EXPLAIN THE
18 RELEVANT IMAGES DURING YOUR PRESENTATION AND SHARING
19 MATERIALS AND IMAGES IN ADVANCE DIGITALLY ALSO ALLOWS
20 THE STUDENT TO BE ABLE TO MANIPULATE THE IMAGES AND
21 TEXTS AND MAKES IT THE MOST ACCESSIBLE AS POSSIBLE TO
22 THEM. EARLENE?

22 EARLENE: HI. SO STUDENTS -- ONE THING I WANT TO JUST
23 POINT OUT IS THAT STUDENTS WHO HAVE -- WHO ARE BLIND
24 OR HAVE LOW VISION AND THE SAME THING -- ALL STUDENTS
25 WITH DISABILITIES -- HOW THOSE DISABILITIES IMPACT

1 THEM AND THEIR -- AND THEIR FUNCTIONING AND WHAT THEY
2 NEED TO HAVE I-MEAL RATED THROUGH ACCOMMODATION IS
3 DIFFERENT AND INDIVIDUAL FOR EVERY STUDENT. SO IT
4 JUST DEPENDS ON SORT OF WHERE THOSE BARRIERS ARE.
5 THERE'S A BROAD RANGE OF ACCOMMODATIONS THAT COULD BE
6 AVAILABLE FOR THOSE WHO HAVE LIMITED VISION BUT NOT
7 ALL OF THOSE ACCOMMODATIONS ARE GOING TO BE
8 APPROPRIATE FOR EVERY STUDENT, AND THE SAME THING WITH
9 ANY STUDENT THAT WE SEE. BUT SOME OF THE COMMON ONES
10 WE SEE FOR STUDENTS IS THAT THEY MAY -- WE MAY HIRE A
11 CLASSROOM OR ACCESSIBILITY ASSISTANT FOR THAT STUDENT
12 AND THEY WOULD ATTEND CLASS WITH THEM. AND THEY
13 WOULD
14 DO THE LIVE DESCRIPTION OF MATERIALS, DESCRIPTION OF
15 WHAT'S HAPPENING IN THE ROOM SOMETIMES EVEN IF IT'S AN
16 IN-CLASS SITUATION. THEY OFTEN GET EXTRA TIME FOR
17 EXAMS, AND THEY MAY NEED THEIR EXAMS IN A DIFFERENT
18 FORMAT. THEY MAY NEED TO BE ABLE TO USE SOFTWARE,
19 ASSISTIVE SOFTWARE TO ACCESS THE EXAMS. OFTEN A
20 NOTETAKER IS ASSIGNED AS WELL. AND MANY OF THE
21 STUDENTS THAT WE SEE USE SOME SORT OF MAGNIFICATION
22 TOOL, WHETHER PERSONAL MAGNIFICATION DEVICE OR --
23 AND/OR SOMETHING ON THE SCREEN, SO IT'S SOME SOFTWARE.
24 AND THOSE ARE THE MOST COMMON KINDS OF
 ACCOMMODATIONS
 FOR STUDENTS WHO HAVE -- WHO ARE BLIND OR HAVE LOW

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VISION. BUT THERE'S MANY OTHER THINGS THAT WE MIGHT

1 NEED TO PUT INTO PLACE AS WELL.
2 MEGHAN: ARE THERE ANY QUESTIONS ABOUT WHAT YOU'VE
3 EXPERIENCED OR COMMENTS?
 ANYTHING LIKE THAT? ALL
4 GOOD? OKAY. WE'LL CONTINUE.
5 NEXT SLIDE. SO THIS ONE SAYS WAYS TO READ. AND
6 THIS IMAGE IS OF THE BRAILLE CODE, WHICH CONSISTSO
7 RAISED DOTS ON A PAGE. WE ASK YOU TO THINK ABOUT THE
8 READING EXPERIENCE OF YOUR AUDIENCE. READING CAN
9 IMPACT A STUDENT'S COGNITIVE LOAD BUT ALSO THE
10 NEUROLOGICAL PROCESSING AND VISUAL IMPAIRMENTS CANBE
11 IMPACTED. SO THEIR READING EXPERIENCE COULD BEVERY
12 DIFFERENT IF THEY HAVE PROCESSING SPEEDS OR -- ANDHOW
13 THEY'RE READING COULD BE DIFFERENT. SO KEEPING IN
14 MIND SOME STUDENTS THAT WILL BE USINGASSISTIVE
15 TECHNOLOGY WILL ACTUALLY BE LISTENING TO YOUR --WHAT
16 WE REFER TO AS READINGS BUT THEY'RE ACTUALLYHEARING
17 IT. SO IT'S NOT THE SAME AS THEVISUAL READING. SO
18 THAT CAN BE DIFFERENT FOR THEM AND CAN BE MORETIME
19 CONSUMING AS WELL AS IMPACTSTHE PROCESSING. SORRY.
20 SO NOT ALL STUDENTS ARE GOING TO BE READING INTHE
21 SAME FORMATS IN YOUR CLASSROOMS. SOME OF THE TEXT
22 MATERIAL YOU'LL BE PROVIDING WHEN WE ASK IT BEADED
23 IN ADVANCE IS BECAUSE THEY WILL NEED TO BE ABLETO
24 MANIPULATE IT. SO WHEN YOU ASK THE STUDENTS ORSEND
25 SOMETHING OUT SHORT NOTICE OR IN THE -- NOT INTHE

1 CURRENT CONTEXT. IF YOU WALK INTO CLASS AND HAND
2 SOMETHING OUT, THAT CAN BE REALLY CHALLENGING FOR
3 STUDENTS BECAUSE THEY HAVEN'T HAD THE OPPORTUNITY TO
4 CHANGE IT INTO A WAY THEY CAN INTERACT WITH OR GIVE
5 THEMSELVES TIME TO BE ABLE TO PROCESS THAT. A SIDE
6 NOTE, ON THESE SLIDES IN PARTICULAR, WE'VE MADE SURE
7 WE'VE PUT THE IMAGES -- THESE ARE NOT BACKGROUND
8 IMAGES. THEY'RE ACTUALLY IMAGES SO THAT WE CAN PUT
9 ALT TEXT ON THEM. LOTS OF OTHER LITTLE TOOLS WITHIN
10 MICROSOFT THAT CAN MAKE THINGS FOR ACCESSIBLE.

11 THIS SLIDE SAYS TEXT-BASED EXPERIENCE AND
12 ACCESSIBILITY. USING READABLE FONT, SO A SANS SERIF
13 LIKE ARIAL, CALIBRI, COMIC ARE MOST ENCOURAGED.
14 THINGS LIKE TIMES NEW ROMAN, GEORGIA, AND COURIER NEW
15 ARE CHALLENGING TO READ, BECAUSE THEY HAVE LITTLE
16 TAILS ON THOSE LETTERS OFTEN. USING AND TRYING TO
17 CREATE YOUR CONTENT IN AN HTML FORMAT ALLOWS FOR THE
18 STUDENT TO REWORK AND MANIPULATE THE CONTENT EASIER
19 AT
20 THEIR END AND ENCOURAGE ACCESSIBLE PDFs SO SCREEN
21 READERS CAN READ THE CONTENT OUT LOUD. PEOPLE TALK
22 ABOUT TOOLS TO SUPPORT YOU WITH THAT IN A BIT.
23 WATCHING THAT YOU -- IF YOU'RE USING SIMILAR COLOURS
24 WITH GOOD CONTRAST AND THAT THE FONT SIZE YOU BE USING
25 IS 12 OR ABOVE IS MOST ACCESSIBLE. USING HEADINGS TO
DEFINE YOUR CONTENT WHEN YOU'RE CREATING DOCUMENTS.

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1 BUT ALSO MAKING SURE THAT YOU JUST -- YOU'RE ONLY
2 USING -- OR YOU'RE DESCRIBING YOUR LINKS SO LIMITING
3 YOUR USE OF UNDERLINE TO ONLY THINGS THAT ARE
4 HYPERLINKS OR REQUIRE CALL TO ACTION SO THE STUDENT
5 KNOWS. I WANT TO STRESS THIS ONE: IT'S WHEN YOU
6 CREATE A DOCUMENT AND YOU SAY CLICK HERE OR THAT YOU
7 PUT THE ENTIRE URL ONTO THE PAGE, A SCREENREADER,
8 THAT'S REALLY CHALLENGING BECAUSE THEY HAVE TO LISTEN
9 TO EVERY CHARACTER BEING READ VERSUS IF IT'S "VISIT
10 THE LIBRARY" AND THAT BE THE UNDERLINE AND THE
11 HYPERLINK, IS MORE ENCOURAGED AND ACCESSIBLE. USE
12 PLAIN LANGUAGE WHERE POSSIBLE. SIMPLE SENTENCES AND
13 BULLETS, THAT LAYOUT STRUCTURE IS REALLY IMPORTANT.
14 READING THE CONTENT OUT LOUD THAT'S ON YOUR SLIDES.
15 IF YOU DO HAPPEN TO BE ASKING YOUR CLASS TO READ
16 SILENTLY TO THEMSELVES, WE WOULD ENCOURAGE YOU TO
17 READ
18 THAT OUT LOUD YOURSELF AND CERTAINLY NOT TO ASK A
19 PARTICULAR STUDENT JUST BECAUSE YOU NEVER KNOW WHO
20 CAN
21 AND CANNOT SEE THE CONTENT BEING PRESENTED. EARLLENE,
22 I'LL LET YOU TAKE OVER.
23 EARLLENE: HI. SO JUST GOING TO COVER SOME OF THE
24 ACCOMMODATIONS YOU MIGHT SEE. MAGNIFY TEXT. A
STUDENT MIGHT NEED TO HAVE THEIR EXAM IN A LARGER
FONT. USUALLY THE MINIMUM WOULD BE 16 FONT. THE

COLOUR OF THE PAPER THAT -- IF IT'S A PAPER BASEDEXAM

1 BEING USED. AND THEN IN THE CLASSROOM, HAVING
2 MATERIALS IN ADVANCE IS REALLY IMPORTANT FOR STUDENTS
3 WHO NEED TO MANIPULATE THE RESOURCES AND THEN DURING
4 EXAMS LIGHTING AND THAT KIND OF THING. SO SOME OF
5 THESE THINGS ARE IN THE ONLINE ENVIRONMENT FOR THE
6 RESPONSIBILITY OF THE STUDENT AND LESS THE
7 RESPONSIBILITY OF US. SO, FOR EXAMPLE, LIGHTING AND
8 THE EXAM, LIGHTING WHERE THEY'RE SITTING TO WRITE THE
9 EXAM OR THE COLOUR OF THE PAPER OR THOSE KINDS OF
10 THINGS -- WE'RE NOT IN THE SAME SPACE TO BE ABLE TO
11 PROVIDE THOSE SPECIFIC THINGS. SO STUDENTS ARE USING
12 THEIR OWN COMPUTERS TO WRITE EXAMS TO PARTICIPATE IN
13 THEIR COURSE AND IS THOSE COMPUTERS HAVE -- THEY HAVE
14 THEIR OWN SOFTWARE THEY WOULD BE USING TO DO THOSE
15 THINGS. AND THEN -- SO ASIDE FROM READING SOFTWARE,
16 WE HAVE SOMETHING CALLED A READER PEN THAT IS USED --
17 THAT STUDENTS CAN USE IN A PAPER BASED EXAM THAT
18 WOULD -- THEY RUN THE PEN OVER THE PRINT AND IT READS
19 IT OUT LOUD FOR THEM OR INTO THEIR HEADPHONES. SO
20 THOSE ARE JUST SOME OF THE TOOLS THAT THOSE -- THE
21 STUDENTS THAT ARE USING THOSE -- THOSE KINDS OF
22 ACCOMMODATIONS WOULD USE.

23 ANY QUESTIONS ABOUT READING AND SIGHT AND/OR
24 ACCOMMODATIONS THAT YOU MIGHT SEE FOR THOSE
STUDENTS?

25 MEGHAN: NO? OKAY. WE WILL CONTINUE, I GUESS.

1 GIVE ME A SEC.

2 SO THIS SLIDE SAYS WAYS TO THINK. AND THE IMAGE
3 ACTUALLY IS A POPPY THAT HAS BEEN BLURRED AND IT'S IN
4 THE WIND. SO GIVING THAT THOUGHT TO WHERE YOUR
5 AUDIENCE MIGHT BE AT IN THEIR UNDERSTANDING AND HOW
6 THEY EXPRESS KNOWLEDGE AND INFORMATION IS REALLY
7 IMPORTANT. STRESS AGAIN THAT PROCESSING SPEEDS ARE
8 DIFFERENT, THEIR FOCUS AND ATTENTIVENESS, CAN BE VERY
9 DIVERSE WITHIN YOUR CLASSROOMS. HOW THEY EXPRESS AND
10 LANGUAGE, BOTH THE WRITTEN OUTPUT AND ORAL. HOW THEY
11 MIGHT THINK ABOUT THINGS. ARE THEY LINEAR THINKERS OR
12 NON-LINEAR THINKERS? HOW THEY COMMUNICATE THEIR IDEAS
13 AND KNOWLEDGE MAY ALL BE DIFFERENT. ALSO, HOW THEY
14 MANAGE THEIR ENERGY AND OUTPUT OF THOSE ENERGIES CAN
15 BE VERY CYCLICAL. SO THROUGHOUT THE TIME IN YOUR
16 CLASS, ESPECIALLY IN PERSON, SOMETIMES YOU SEE YOUR
17 STUDENTS YOU KNOW YOU NEED TO PICK THEM BACK UP
18 BECAUSE THEIR ENERGY IS LOW. SO JUST KEEPING IN MIND
19 THERE'S A VARIETY OF WAYS IN WHICH THEY COULD BE--
20 THEIR THINKING COULD BE DIFFERENT.

21 SO THIS SLIDE SAYS DIFFERENT WAYS OF THINKING
22 AND ACCESSIBILITY. SO EXPLAINING THE PROCESS FROM
23 START TO HE WANTED. YOU'VE HEARD ME SAY THIS A FEW
24 TIMES. INCLUDING THE NEXT STEPS AND TIME FRAME,
25 REALLY OUTLINE THAT ROAD MAP, IS REALLY IMPORTANT.

1 SOME STUDENTS, WE THINK -- DON'T TEND TO ALWAYS LEARN
2 THROUGH THAT SORT OF SCAFFOLDING AND BUILDING OF
3 IDEAS. SO WE ASK THAT IF YOU PROVIDE THAT OVERVIEW,
4 THEN IT GIVES STUDENTS THE ABILITY TO KNOW WHERE
5 THEY'RE GOING AT EACH POINT AND SORT OF GET THE BIG
6 PICTURE AND THEN CAN GO BACK AND OKAY DID I GET ALL
7 THE PARTS IN ORDER TO MAKE THAT ALL MAKE SENSE?
8 RIGHT? SO NOT EVERYONE LEARNS WITH THAT STEPPING
9 APPROACH. SO MAKE IMPORTANT INFORMATION CLEAR AND
10 SHARE IT IN MULTIPLE PLACES AND IN MANY WAYS. RIGHT NOW,
11 ESPECIALLY WITH OUR ONLINE ENVIRONMENT, WE HAVE THIS
12 JUST WALL OF INFORMATION. WE'RE GOING TO OUR CAMPUS
13 COURSES AND EVERYTHING IS THERE AND CAN BE VERY
14 OVERWHELMING. SO REALLY CLEAR OUTLINE OF THIS IS WHEN
15 TO DO THIS AND, YOU KNOW, WHEN THIS NEEDS TO BE DONE
16 BY AND WHERE YOU ACCESS IT, KEEPING THINGS SORT OF AT
17 THE, YOU KNOW, FIRST AND SECOND LEVELS WHEN BUILDING
18 SOME OF YOUR COURSES. WHEN YOU GO REALLY DEEP,
19 STUDENTS CAN GET LOST. ALSO, THAT'S MORE CHALLENGING
20 FOR STUDENTS THAT ARE USING SCREEN READING SOFTWARE
OR
21 OTHER TOOLS. CONSIDER THE COGNITIVE LOAD IN THE
22 ONLINE LEARNING, AGAIN CHUNKING INFORMATION WHICH IS
23 ALREADY HIGHLIGHTED. IF YOU'RE LOOKING AND CAN SEE
24 YOUR STUDENTS, PLEASE DON'T JUDGE THEIR BEHAVIOUR OF
25 BEING INATTENTIVE OR LACK OF FOCUS AS NOT BEING

1 INTERESTED OR NOT UNDERSTANDING YOUR CONTENT. COULD
2 BE WHERE THEY'RE AT IN THAT MOMENT. USING DIFFERENT
3 MEANS OF ASSESSMENT TO ALLOW STUDENTS TO
4 DEMONSTRATE
5 THEIR KNOWLEDGE IN A VARIETY OF WAYS. THIS IS
6 PARTICULARLY IMPORTANT WITH OUR NEW ENVIRONMENT BUT
7 ALWAYS SOMETHING TO KEEP IN MIND, THAT -- THAT MAYBE
8 HAVING SOMEONE DRAW SOMETHING AND THEY ARE VISUALLY
9 IMPAIRED MAY NOT BE THE BEST WAY FOR THEM TO EXPLAIN
10 OR SHOW THAT THEY UNDERSTAND SOMETHING. LOTS OF OTHER
11 OPTIONS WE ENCOURAGE YOU TO APPROACH US TO TALK ABOUT
12 IF YOU'RE CONSIDERING USING DIFFERENT ASSESSMENTS AND
13 NEEDS AND TIPS. AND, ALSO, LINEAR AND NON-LINEAR
14 EXAMS. SO THIS HAS COME UP WITH OUR CANVAS MULTIPLE
15 CHOICE QUESTIONS QUITE A BIT LATELY. EARLLENE, YOU
16 CAN -- I'LL HAND IT OVER TO YOU TO EXPLAIN IT,
17 ACTUALLY.

17 EARLLENE: THANKS. I'LL GET TO THAT IN A MINUTE. BUT ONE
18 OF THE THINGS I JUST WANT TO SAY IS WHEN WE TALK ABOUT
19 DIFFERENT WAYS OF THINKING, THERE IS A VARIETY OF
20 REASONS WHY A STUDENT MIGHT BE PROCESSING THINGS
21 DIFFERENTLY AND HAVE DIFFERENT EXECUTIVE FUNCTIONING
22 CAPACITIES AND HAVE CHALLENGES WITH EXECUTIVE
23 FUNCTIONING. SO -- AND SO WE'RE KIND OF IN A SENSE
24 SORT OF LUMPING THESE ALL TOGETHER IN A WAY, BECAUSE
25 REALLY THE BARRIER OR FUNCTIONAL LIMITATION IS THAT

1 THEY'RE NOT NECESSARILY ABLE TO PROCESS THE
2 INFORMATION IN THE SAME WAY THAT SOMEBODY THAT DOESN'T
3 HAVE THEIR DISABILITY WOULD DO SO. SO THE VARIETY OF
4 WAYS OF MAKING IT AVAILABLE AND -- AND USING -- MAKING
5 SURE THAT THE ROAD MAP IS REALLY CLEAR ARE IMPORTANT
6 PIECES TO THOSE STUDENTS. AND THEN FOR STUDENTS WITH
7 FOCUS AND ATTENTIONAL CHALLENGES, BEING ABLE TO -- WE
8 PROVIDE -- YOU KNOW, WE DO THINGS LIKE THEY CAN RECORD
9 LECTURES, SO IN THE -- AND WE STILL HAVE STUDENTS WHO
10 WILL BE RECORDING POTENTIALLY IN THE ONLINE
11 ENVIRONMENT. WE ALSO WILL STILL BE PROVIDING
12 NOTETAKERS FOR SOME STUDENTS IN THE ONLINE
13 ENVIRONMENT. SO THOSE ACCOMMODATIONS ARE -- WILL
14 REMAIN IN PLACE. SOME STUDENTS MIGHT NEED EXTENSIONS
15 FOR ASSIGNMENTS AND MAY NEED MATERIAL IN ADVANCE TO BE
16 ABLE TO SEE THE MATERIAL -- AGAIN, IT'S THE SAME KIND
17 OF THING WE TALKED ABOUT EARLIER -- BEING FAMILIAR
18 WITH THE MATERIAL GOING INTO THE LEARNING ACTIVITY
19 WILL HELP THEM TO STAY FOCUSED OR HELP THEM TO PROCESS
20 IT MORE QUICKLY AND IT MAKES MORE SENSE TO THEM. FOR
21 EXAMS, THEY MIGHT USE A COMPUTER TO KEYBOARD -- AGAIN
22 IN THE ONLINE ENVIRONMENT, MOST STUDENTS ARE GOING TO
23 BE DOING THAT ANYWAY OR ALL WILL BE DOING THAT.
24 THEY'LL GET EXTENDED TIME FOR EXAMS AND MAY USE A
25 LAPTOP OR RECORDING DEVICE IN THE CLASS. AND FOR SOME

1 STUDENTS, THERE ARE ALTERNATE ASSIGNMENT
2 ACCOMMODATIONS. SO PARTICULARLY I WOULD SAY FOR GROUP
3 WORK OR PRESENTATIONS, THAT'S THE MOST COMMON ONE
4 WE'VE SEEN WHERE WE PUT ACCOMMODATION IN PLACE MAY
5 REQUEST DIFFERENT ASSIGNMENT FOR THOSE TYPE OF
6 LEARNING ACTIVITIES. AND IN THAT CASE, THE ALTERNATE
7 ASSIGNMENT SHOULD -- OR MUST -- MEET THE SAME LEARNING
8 OBJECTIVES AS THE ORIGINAL ASSIGNMENT. SO NEEDS SOME
9 CREATIVITY THEY'RE ABLE TO DEMONSTRATE THE LEARNING
10 OBJECTIVES IN THE SAME WAY AND THAT THEY'RE THE SAME
11 WAY. SOME OF THE THINGS THAT ARE NEW ACCOMMODATIONS
12 THAT YOU'RE GOING TO SEE THIS YEAR BASED ON ONLINE
13 EXAMS ARE THINGS LIKE NO USE OF PROCTORIAL OR SIMILAR
14 PROCTORING -- THOSE PLATFORMS DON'T SUPPORT ASSISTIVE
15 TECHNOLOGY, SO STUDENT WOULDN'T BE ABLE TO USE THEIR
16 ASSISTIVE TECHNOLOGY, SO THEIR EXAM WILL NOT BE
17 WRITTEN USING THAT. SAME WITH LOCKDOWN BROWSERS LIKE
18 RESPONDUS DOESN'T ASSIST THAT TECHNOLOGY. OTHER
19 REASONS A STUDENT WOULDN'T USE PROCTORIO FOR BECAUSE
20 OF THEIR DISABILITY, EVEN SOMETIMES LIKE PRIVACY AND
21 DIGNITY REASONS. BUT NO LINEAR EXAMS -- FOR STUDENTS,
22 WHEN NOT ABLE TO REVIEW QUESTIONS OR CHANGE ANSWERS
IF
23 THEY WANT TO, THAT'S AN ACCOMMODATION YOU MIGHT SEE
24 THIS YEAR. AND OTHER IS ONLINE INVIGILATION BY US,
25 THIS MEANS WE'RE GOING TO INVIGILATE THE STUDENT FOR

1 ANY QUIZ TEST OR EXAM THAT YOU HAVE AND WE'RE GOING TO
2 DO IT ONLINE AND WE HAVE INVIGILATORS AND WE HAVE
3 WE'RE ABLE TO USE COLLABORATE TO DO THAT. AND THEN
4 YOU'RE GOING TO SEE SOME OTHER ACCOMMODATIONS THAT
5 ARE
6 MORE STUDENT OR COURSE SPECIFIC. SO WHAT WE'RE
7 FINDING IN THE ONLINE ENVIRONMENT IS THAT STUDENTS ARE
8 COMING UP AGAINST LEARNING OR ASSESSMENT ACTIVITIES
9 THAT ARE DIFFERENT OR NEW IN THE ONLINE ENVIRONMENT
10 THEY WOULDN'T EXPERIENCE IN THE CLASSROOM AND THERE'S
11 A BARRIER THERE. SO THEY'RE COMING BACK TO US AND
12 SAYING I HAVE A NOTE TAKER BUT I NEED TO SUBMIT
13 SOMETHING WITHIN A PERIOD OF TIME AFTER THE CLASS TO
14 DEMONSTRATE THAT I ATTENDED THE CLASS FOR THEIR
15 PARTICIPATION BUT THEY DON'T HAVE NOTES YET FOR THE
16 COURSE. IN THAT PARTICULAR COURSE, FOR THE STUDENT,
17 ACCOMMODATION WILL BE TAILORED ACCOMMODATION AROUND
18 THE STUDENT MAY NEED LONGER TO DO THAT ASSIGNMENT
19 AFTER EVERY SYNCHRONOUS EVENT BECAUSE OF THE
20 REQUIREMENT, BECAUSE THEY NEED NOTES FROM THE
21 NOTE TAKER AND WON'T HAVE THOSE FOR 24 HOURS. THAT'S
22 JUST AN EXAMPLE.

22 SO ANY QUESTIONS? THAT'S IT FOR THE COMMON
23 SOURCE OF ACCOMMODATIONS YOU MIGHT SEE.

24 MEGHAN: NO QUESTIONS? OKAY. WE WILL HAVE TIME AT THE
25 END TO DISCUSS IT ALL AS WELL. MOVE ON TO OUR NEXT

1 SLIDE, WHICH IS TECHNOLOGY TOOLS.
2 SO THESE ARE ALL ASSISTIVE -- OR ACCESSIBILITY
3 TOOLS IF YOU HAVE AVAILABLE TO YOU RIGHT NOW IN EACH
4 OF THE PROGRAMS THAT YOU HAVE. SO IN MICROSOFT
5 OFFICE, WORD AND POWERPOINT, WITHIN THE RIBBON AT THE
6 TOP, THERE'S THE CUSTOM COMMANDS THAT YOU CAN ADD THE
7 CHECK ACCESSIBILITY. AS WELL AS THE ADOBE ACROBAT PRO
8 DC WHICH WE ALL HAVE A SITE LICENCE FOR ON CAMPUS.
9 AND ACCESSIBILITY TOOLS, ON THE TOOLS TAB, YOU CAN
10 CLICK ON THIS ACCESSIBILITY ICON. AND THEN INSIDE
11 CANVAS ON THE TEXT RICH EDITOR THERE'S THIS LITTLE
12 PERSON, HUMAN PERSON, IMAGE THAT WILL ALLOW FOR
13 ACCESSIBILITY. SO, IN PARTICULAR, THE OFFICE AND
14 ADOBE ARE -- THEY HAVE ACCESSIBILITY CHECKER PROGRAMS
15 THAT THESE BUTTONS ALLOW TO DO. SO IT GIVES YOU --
16 GOES THROUGH AND TELLS YOU IF YOUR IMAGES HAVE ALT
17 TAGS OR DESCRIPTIONS OR NOT AND YOU CAN FIX THOSE. IT
18 GOES THROUGH AND HELPS YOU WITH THE READING ORDER. SO
19 I ALWAYS THINK ABOUT TABLES ARE ALWAYS CHALLENGING TO
20 BE READ. SHOULD THE SCREEN READER MIGHT READ DOWN THE
21 COLUMN AS OPPOSED TO READING ACROSS THE ROW. BUT
22 THAT'S NOT NECESSARILY THE WAY THE INFORMATION IS
23 PRESENTED FOR THE READER AND TO BE ABLE TO UNDERSTAND
24 IT. IF YOU'RE A NON-SIGHT BASED USER, YOU WOULDN'T
25 KNOW THAT UNTIL YOU'VE LISTENED TO THE ENTIRE

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1 DOCUMENT.

2 KRISTEN: WE HAVE A QUESTION FROM KATIE WHO HAS RAISED HER
3 HAND.

4 MEGHAN: SURE. GO AHEAD, KATEY.

5 KATEY: QUICK QUESTION ABOUT THE ADOBE. THAT LICENCE, IS
6 THAT ONLY ON UBC EQUIPMENT, THOUGH? LIKE A UBC
7 COMPUTER?

8 MEGHAN: THAT'S A REALLY GOOD QUESTION. I THINK THAT YOU
9 CAN JUST -- YOU SHOULD BE ABLE TO DOWNLOAD IT. IT'S
10 NOT FROM THE DOWNLOADS UBC. IT'S AN INTERNAL. SO IT
11 MAY ONLY BE ON UBC ASSETS. THAT'S TRUE. DOES THE
12 STAFF HAVE ANY COMMENT? VANIA?

13 >> MY SOFTWARE THAT YOU DOWNLOAD RATHER THAN NEEDING TO
14 GET IT TO INSTALL IT IS DOWNLOADABLE ON NON-UBC
15 COMPUTERS AS LONG AS YOU HAVE THE PROPER LOGIN
16 INFORMATION AND SOMETIMES YOU HAVE TO BE ON THE VPN TO
17 BE ABLE TO DOWNLOAD THOSE TYPES OF SOFTWARES.

18 >> OKAY. THANK YOU.

19 EARLENE: THAT'S MY UNDERSTANDING AS WELL, KRISTEN. IT'S
20 EARLENE. I WAS GOING TO SAY THAT SAME THING.

21 MEGHAN: THAT'S GREAT. IT IS IMPORTANT TO NOTE ALL THESE
22 PROGRAMS ARE AVAILABLE TO YOU. SO CERTAINLY EXPLORE
23 IF YOU'RE HAVING ANY CHALLENGES WITH THAT. THESE
24 CHECKERS ARE REALLY GREAT. THEY WILL GUIDE YOU
25 THROUGH THE HELP FILES WITHIN BOTH OF THESE PROGRAMS

1 ARE REALLY FABULOUS AND HELPS YOU LEARN LITTLE THINGS
2 THAT MIGHT BE CHALLENGING FOR A SCREEN READER OR
3 ACCESSIBILITY IN GENERAL. THE OTHER BIG CHECK I THINK
4 OF IS IF YOU CAN HIGHLIGHT THE TEXT IN YOUR DOCUMENT
5 AND CUT AND PASTE IT SOMEWHERE ELSE, THAT MEANS
6 IT'S -- YOU'RE ONE STEP CLOSER TO BEING ACCESSIBLE.
7 WHEN YOU HIGHLIGHT STUFF AND JUST GET THE WHOLE PAGE
8 AND NOT THE WORD FOR WORD CHARACTER, THAT MEANS
9 YOU'RE
10 PROBABLY NOT ACCESSIBLE. AND THEN INSIDE CANVAS, YOU
11 KNOW, YOUR COLLEAGUES CAN HELP BEST WITH THIS,
12 ACCESSIBILITY CHECKER INSIDE TEXT RICH TO SEE IF YOUR
13 CONTENT AND MAIN COURSE CONTENT IS ACCESSIBLE. ALSO,
14 LITTLE BIT MORE ABOUT CANVAS TOOLS, SO KALTURA IS A
15 VIDEO TO MAKE VIDEOS AND HAS AI CAPTIONING AVAILABLE.
16 SO YOU CAN RUN THAT CAPTIONING AFTER YOU'VE DONE YOUR
17 RECORDING -- SORRY. YOU CAN RUN IT TO PICK IT UP, ALL
18 YOUR AUDIO. WHAT WE ASK YOU TO DO IS TAKE TIME TO
19 REVIEW THAT. THE AI IS NOT ALWAYS ACCURATE AND MAKE
20 ANY CHALLENGES SO THEN THE STUDENTS WHEN YOU DO SEE
21 ASYNCHRONOUS OR OTHER VIDEOS PRODUCING IT DOES HAVE
22 CAPTIONING AVAILABLE. MAKE THAT PART OF YOUR COMMON
23 PRACTICE. CAMTASIA HAS CAPTIONING AS WELL. I DON'T
24 KNOW IF THE AI ACTUALLY TURN IT ON FOR THAT. BUT I
25 KNOW IT HAS A CAPTIONING OPTION. SOME INSTRUCTORS
THAT I'VE BEEN WORKING WITH JUST CREATE THEIR OWN

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1 CAPTIONING. IF THEY'RE DOING A TEN MINUTE VIDEO, THEY
2 KNOW THE SCRIPT AND CAN CREATE CAPTIONING AS THEY GO.
3 WE DO IT RIGHT IN THE SAME PRODUCTION RATHER THAN
4 HAVING TO HAVE POSTPRODUCTION, BECAUSE WHAT HAPPENS IS
5 IF A STUDENT IN YOUR CLASS DOES HAVE THE ACCOMMODATION
6 OF CAPTIONS AND YOU'VE DONE SOME VIDEO RECORDINGS, WE
7 WILL BE WORKING WITH YOU TO HAVE THE CAPTIONIST OR
8 MAYBE AN ASSISTANT OR SOME -- A TA TO GO THROUGH THAT
9 CONTENT TO MAKE SURE THAT IT IS AN ACCURATE REFLECTION
10 OF WHAT'S ACTUALLY BEING SAID SO THE STUDENT IS NOT
11 MISSING THAT INFORMATION. SOMETHING WE'RE REALLY
12 EXCITED ABOUT, VANIA AND I ARE WORKING ON THIS OFF THE
13 SIDE OF OUR DESK, IS ALLI, WHICH IS AN ACCESSIBILITY
14 TOOL FOR TEXT BASED MATERIALS. COULD BE SYLLABI, COULD
15 BE ASSIGNMENT SHEETS, COULD BE POTENTIALLY SOME
16 READINGS OR SOMETHING THAT YOU'VE CREATED. ANY OF
17 THOSE DOCUMENTS THAT YOU'RE ADDING INSIDE YOUR CANVAS
18 COURSE, THERE'S -- IF YOU TURN ON THE FEATURE, WHICH
19 YOU HAVE TO MAKE THE REQUEST FROM THE CTL TO ADD IT TO
20 YOUR COURSE, YOU GET WONDERFUL DIALS WHICH TELL YOU
21 HOW ACCESSIBLE YOUR DOCUMENT IS AND HELPS YOU GO
22 THROUGH EVERY STEP TO MAKE IT AS ACCESSIBLE AS
23 POSSIBLE. FOR YOUR STUDENT INTERACTION AT THE END,
24 INSTEAD OF JUST DOWNLOADING THE FILE INSIDE OF CANVAS,
25 THEY GET WONDERFUL OPTIONS OF POTENTIALLY HAVING IT BE

1 ELECTRONIC BRAILLE, HAVING AN AUDIO, ACCESSIBLEPDF,
2 HAVING IT AS A TAGGED PDF... THIS IS MORE THANJUST
3 STUDENTS THAT HAVE DISABILITIES. I -- NOT DOING AS
4 MUCH COMMUTING NOW.STUDENTS DOING COMMUTING MAY
WANT
5 AN AUDIO COPY. SOMEONE WANTS TO INCREASE -- NEEDSTO
6 DO SPEED READING, BEE LINE READER WOULD BE GOODFOR
7 THEM. VARIETY OF DIFFERENT WAYS. HTML WHAT IF THEY
8 WANT TO READ ON THEIR PHONE? CHALLENGING IF THE
9 DOCUMENTS DON'T REALIGN THEMSELVES IF YOU LOOK ONA
10 DIFFERENT DEVICE. HTML ALLOWS YOU TO DO THAT. THIS
11 IS REALLY COOL. REACH OUT TO CTL IF YOU WANT TODO
12 THIS IN YOUR CLASS. I KNOW STUDENTS WILLAPPRECIATE
13 HAVING MORE OPTIONS. LOCKER, NOT ALWAYSACCESSIBLE.
14 TRYING TO MAKE SURE THEY ARE BUT ANOTHER WAYTO
15 ORGANIZE YOUR READINGS AND ARTICLESFOR STUDENTS. AND
16 THEN WE ENCOURAGE YOU TO USE COLLABORATE ULTRA OR
SOME
17 SORT OF ENVIRONMENT THAT IS ACCESSIBLE INSIDECANVAS
18 FOR YOUR INSTRUCTION.

19 SO THE OTHER ONE IS THESE ARE SOME OF THE
20 ACCESSIBILITY TOOLS THAT YOUR STUDENTS WILL BEUSING.
21 THIS IS -- THIS IS RELATIVELY THE SAME AS WHATWE
22 WOULD DO IN PERSON. THEY'RE GOING TO BE USING
23 DICTATION SOFTWARE LIKE DRAGON OR WITH STUDENTSBEING
24 ON THEIR OWN DEVICES NOW MORE THEY'RE GOING TOBE

POTENTIALLY USING GOOGLE AND THEY'RE GOING TO BE USING

1 DICTATION INTO THAT OR IF THEY'RE USING A MAC BUILT IN
2 DICTATION IN THEIR MAC AS WELL. SAME FOR READING SOFT
3 WEAR. SO WE HAVE A SITE LICENCE ON CAMPUS. YOU CAN
4 DIRECT STUDENTS TO ME FOR READ AND WRITE IF THEY WOULD
5 LIKE THAT. DOESN'T HAVE TO BE A STUDENT WITH A
6 DISABILITY. SIMPLY -- I GET A LOT OF GRAD STUDENTS
7 DOING A TON OF READING AND WOULD LOVE TO BE ABLE TO
8 MULTITASK WHILE DOING THEIR READINGS. SO THEY QUITE
9 OFTEN WANT TO LISTEN TO THE READINGS. THERE IS ALSO
10 PROGRAMS LIKE NATURAL READER THEY CAN DOWNLOAD OR
11 OCCURS WE'LL. BUT THE BIG THING TO REMEMBER WITH THIS
12 IS WHEN WE TALK ABOUT ONLINE TEXTBOOKS AND THESE
13 LEARNING ENVIRONMENTS ONLINE, THEY MAY NOT ACTUALLY BE
14 ACCESSIBLE. WE ARE FINDING SOME OF THAT NEEDS TO BE
15 SENT, ESPECIALLY IF THE STUDENT HAS AN ACCOMMODATION
16 OF ALTERNATE FORMAT, THAT'S ACTUALLY GOING TO BE
17 PULLED OUT OF THOSE PROGRAMS IN ORDER FOR THE STUDENT
18 TO ACCESS IT. COULD ALSO BE IF YOU'RE DOING YOUR
19 QUIZZES INSIDE SOME OF THESE LEARNING PLATFORMS AS
20 WELL THAT WE MIGHT HAVE TO PULL IT OUT AND ASK FOR A
21 WORD DOCUMENT OF THAT BECAUSE IT'S NOT ALWAYS GOING TO
22 BE ACCESSIBLE FOR SOMEONE TO BE ABLE TO READ AND USE
23 THESE TOOLS. SAME GOES FOR THE SCREEN READING
24 SOFTWARE. SO STUDENTS VISUALLY IMPAIRED OR BLIND MAY
25 USE JAWS OR NVDA. STUDENTS AS ALREADY MENTIONED THEY

1 HAVE TO DO THESE TOOLS ON THEIR OWN MACHINES MIGHTBE
2 USING SOMETHING LIKE ZOOM TEXT FOR MAGNIFICATIONOR
3 EVEN EASE OF ACCESS WITHIN THE WINDOWS PROGRAMOR
4 ACCESSIBILITY INSIDE THEIR MAC. WE HAVE STUDENTS
5 USING SMART PENCE WHICH ARE LITERALLY PEN TO PAPERBUT
6 IT RECORDS YOUR LECTURE AND SINKS WITH WHATTHE
7 STUDENT IS WRITING ON THE PAGE. GO BACK TO SPECIFIC
8 POINTS IN THEIR NOTES AND WHAT ISBEING SAID. SO
9 DOING THAT EVEN THOUGH HEARING THE LECTURES INTHE...
10 ONENOTE DOES THE SAME TASK IF THE STUDENT HAPPENSTO
11 BE TYPING THEIR NOTES. A WAY FOR THEM TO REALLY HONE
12 IN WHERE THEY MIGHT HAVE MISSED SOMETHING IN THECLASS
13 OR NEED TO HEAR IT AGAIN. SO IT TRULY IS REALLY GREAT
14 NOTETAKING STRATEGIES. EARLLENE MENTIONED IT BRIEFLY,
15 BUT THE READER PENCE FOR PRINT -- SO IF WE HAPPENTO
16 HAVE AN EXAM IN PRINT, THEY WOULD HIGHLIGHT THAT,USE
17 THIS DEVICE TO HIGHLIGHT ON THE PAGE AND READ TOTHEM.
18 MAYBE LESS NEEDED NOW BUT SOME STUDENTS MIGHT--
19 GETTING BOOKS FROM THE BOOK STORE SO IN THELIBRARY
20 MAY STILL BE USING THOSE TOOLS.

21 ANY QUESTIONS ABOUT TECHNOLOGY?

22 NO? OKAY. WE CAN COME BACK TO IT TOO. I'LL
23 PASS THIS OFF TO EARLLENE. BUT THIS SAYS SHARING
24 ABOUT THE DRC. TALK ABOUT THE NEW ENVIRONMENT, THE
25 CHALLENGES, AND STUDENTS.

1 EARLLENE: YES. SO LIKE THE -- LIKE EVERYBODY WHO HAS TO
2 MOVE THEIR COURSE AND CURRICULUM ONLINE, THE DRCHAS
3 HAD SOME CHALLENGES AND STUDENTS TO MAKE SOME
4 CHANGES
5 AS WELL. ONE OF THE CHALLENGES IS THAT I MENTIONED
6 EARLIER IS THAT ACCOMMODATIONS THAT WORK WELL IN A
7 CLASSROOM ENVIRONMENT THAT WE'VE BEEN YOU KNOW USED
8 TO
9 USING AND HAD AT OUR FINGERTIPS FOR YEARS DON'T WORK
10 NECESSARILY IN THE ONLINE ENVIRONMENT. SO IT'S --
11 AND -- OR THEY MIGHT WORK WELL, IN ONE CLASS BUT NOT
12 ANOTHER BECAUSE OF DIFFERENT LEARNING ACTIVITIES OR
13 ASSESSMENT OR EVALUATION METHODS. SO IT'S CREATED A
14 LITTLE BIT OF A NEED TO GO INTO INDIVIDUAL STUDENTS
15 ACCOMMODATION PLANS AND REEVALUATE THEM AND MAKE
16 SURE
17 THEY'RE WORKING PROPERLY. SO BIT OF A MORE WORK THAN
18 WE WOULD NORMALLY HAVE TO DO AT THE BEGINNING OF THE
19 SEMESTER AS WELL AS ONBOARDING ALL THE NEW STUDENTS
20 COMING ON.

21 SO -- BUT I THINK -- I MEAN, THAT'S AN
22 OPPORTUNITY FOR US TO REALLY THINK ABOUT OUR PRACTICE
23 AND HOW WE'VE DONE THINGS PREVIOUSLY AND SOMETIMES WE
24 JUST GET A LITTLE BIT COMPLACENT OR GET USED TO HOW WE
DO THINGS AND NEED TO BE THINKING BEYOND THAT AND WHAT
WE'RE LOOKING AT SPECIFIC -- AND WE ALWAYS HAVE BUT
THIS IS JUST GIVEN AN OPPORTUNITY TO THINK ABOUT MORE

25

WHAT IS THE ACTUAL BARRIER, WHAT IS THE FUNCTIONAL

1 LIMITATION. AND HOW DO WE ACCOMMODATE THAT?
 BECAUSE
2 WE HAVE THE SAME FUNCTIONAL LIMITATION THAT MAY NEED
3 TO BE ACCOMMODATED IN TWO DIFFERENT ONLINE COURSES.
4 SO -- OR THE OPPOSITE IS OFTEN TRUE AS WELL IS THAT A
5 STUDENT WHO REQUIRED ACCOMMODATIONS IN A CLASSROOM
6 CONTEXT IN PERSON, THE WAY THE COURSE IS SET UP, THEY
7 ACTUALLY -- IT ELIMINATES THE NEED FOR THOSE
8 ACCOMMODATIONS BECAUSE THE COURSE IS JUST ACCESSIBLE
9 AND -- AND VERY FLEXIBLE AND SO THAT ELIMINATES THEIR
10 NEED TO -- TO USE SPECIFIC ACCOMMODATIONS. SO WE'RE
11 SEEING BOTH OF THOSE EFFECTS.

12 JUST IN TERMS OF THIS YEAR, WHAT YOU CAN EXPECT,
13 THE THINGS THAT ARE STAYING THE SAME AND THINGS THAT
14 ARE SLIGHTLY DIFFERENT, SO THE THING THAT STAYS THE
15 SAME IS STUDENTS THEIR FORMAL REQUEST FOR
16 ACCOMMODATIONS IS EXACTLY THE SAME. THEY -- THEY'LL
17 SUBMIT THEIR ACCOMMODATION LETTER TO YOU ONLINE
18 THROUGH THE ACCOMMODATION PORTAL. YOU CAN LOG IN
 WITH
19 YOUR CWL, CHECK YOUR COURSE, THE LETTERS. AND THAT
20 STAYS THE SAME. AND THEN FOR STUDENTS WHO HAVE EXAMS
21 IN YOUR COURSES OR TESTS OR QUIZZES, AGAIN, THE FORMAL
22 REQUEST FOR AN ACCOMMODATION IN A TEST QUIZ OR EXAM
23 INDIVIDUALLY IS THE SEVEN-DAY BOOKING, WE CALL IT
24 BOOKING, BUT A REGISTRATION OF THAT TEST IN THAT

ACCOMMODATION PORTAL. SO A STUDENT -- THE STUDENT

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1 STILL NEEDS TO BOOK THAT SEVEN DAYS IN ADVANCE OF THE
2 DATE OF THE TEST OR QUIZ OR EXAM. AND THAT GIVES US
3 TIME TO -- YOU'LL GET EMAILS LETTING YOU KNOW THAT
4 SEVEN DAYS -- THAT THERE'S ACCOMMODATIONS REQUESTED
5 FOR THAT UPCOMING TEST. AND THEN YOU'LL ALSO GET A
6 SECOND EMAIL THAT LETS YOU KNOW WHICH STUDENTS HAVE
7 REQUESTED THEIR ACCOMMODATIONS. SO NOT EVERY STUDENT
8 REQUESTS ACCOMMODATIONS, EVEN IF THEY HAVE THEM, FOR
9 EVERY TEST. IF FOR SOME REASON THE STUDENT FEELS I
10 THINK I'M GOING TO BE OKAY, DON'T NEED TO REQUEST
11 ACCOMMODATIONS -- YOU MIGHT HAVE A LETTER FROM THEM,
12 FIVE LETTERS, BUT ONLY THREE STUDENTS REQUESTING
13 ACCOMMODATIONS FOR A TEST OR QUIZ. AND THAT'S OKAY.
14 ONCE THEY'RE IN OUR SYSTEM, OUR EXAM COORDINATORS WILL
15 GO IN THE DAY BEFORE AT THE LATEST, THE DAY BEFORE THE
16 DATE OF YOUR TEST, THEY WILL CHECK THAT THE STUDENTS
17 EXAMS SETTINGS ARE DONE APPROPRIATELY SO THAT THEY
18 WILL GET THEIR ACCOMMODATIONS WHEN THEY WRITE THE
19 TEST. SO FOR THE MOST PART, THE STUDENTS THAT HAVE
20 EXTENDED TIME, THOSE STUDENTS WILL JUST WRITE WITH THE
21 CLASS IN THE USUAL MANNER. WE WON'T INVIGILATE THEM.
22 YOU'LL HAVE -- IT'LL BE SET UP HOWEVER YOU'RE SETTING
23 UP YOUR TEST OR EXAM TO BE INVIGILATED OR NOT, AND
24 THOSE STUDENTS WILL JUST JOIN THE CLASS. FOR STUDENTS
25 THAT ARE NOT GOING TO BE DOING THAT, YOU'LL GET A

1 HEADS-UP IN ADVANCE OF THAT. AND YOU MAY NEED TO
2 PROVIDE A COPY WITHIN CANVAS OF THAT TEST FOR THAT
3 PARTICULAR STUDENT AND THEN WE WILL INVIGILATE THEM
4 ONLINE. SO -- BUT YOU WILL HAVE A LOT OF -- PLENTY OF
5 NOTICE OF ALL OF THOSE THINGS. WHAT'S GOING TO BE
6 REALLY IMPORTANT, THIS YEAR IS WE'VE ALWAYS HAD THE--
7 IN THE POLICY THAT INSTRUCTORS WOULD GET THEIR
8 PHYSICAL EXAMS TO US MORE ON CANVAS TWO BUSINESS DAYS
9 BEFORE THE DATE OF THE TEST. THIS YEAR BECAUSE WE'RE
10 NOT ASKING FOR THE PHYSICAL -- LIKE, WE DON'T WANT YOU
11 TO GIVE US A COPY OF YOUR TEST. BUT YOUR TEST NEEDS TO
12 BE LOADED INTO CANVAS TWO BUSINESS DAYS BEFORE THE
13 DATE OF THE TEST SO THAT OUR EXAM COORDINATORS CAN GO
14 IN AND CONFIRM EVERYTHING THAT SETUP PROPERLY FOR THE
15 INDIVIDUAL STUDENTS. SO IF THE EXAM ISN'T SET UP IN
16 CANVAS TWO DAYS BEFORE AND WE CAN'T CONFIRM THOSE
17 THINGS, THEN THE STUDENTS THAT ARE WRITING THAT TEST,
18 WE MAY NEED TO DELAY THEIR EXAM, UP TO SEVEN DAYS,
19 DEPENDING ON THE TIME OF THE SEMESTER AND HOW BUSY IT
20 IS. I WOULD HIGHLY ENCOURAGE YOU TO PLEASE GET YOUR
21 TEST DONE AND INTO CANVAS TWO DAYS BEFORE THE DATE OF
22 THE TEST AND THEN WE'RE COVERED.

23 I THINK -- I'VE ALREADY DISCUSSED SOME OF THE
24 NEW ACCOMMODATIONS YOU'RE GOING TO SEE FOR EXAMS. AND
25 THERE'S -- AND, AGAIN, THERE MAY BE DIFFERENT ONES

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1 AGAIN THAT COME OUT AS WE START GOING THROUGH
2 STUDENTS. WHAT I'VE SEEN THIS SUMMER SO FAR WE HAVE
3 AN INCREASE IN THE NUMBER OF STUDENTS THAT EXCEEDS
4 WHAT I WOULD ANTICIPATE NORMALLY THIS TIME OF YEAR.
5 WE'RE PRETTY BUSY. AND, OTHERWISE, THERE'S -- I
6 DON'T -- I MEAN, THAT'S ENOUGH SHARING ABOUT THE DRC.
7 I SEE SOMEONE HAS A QUESTION, SM.

8 SM: YES. CAN YOU HEAR ME?

9 >> YES, I CAN HEAR YOU.

10 SM: HI THIS IS (NAME), BIOLOGY. YES, REGARDING WRITING
11 EXAM WITH DRC, I STRONGLY PREFER STUDENTS THAT DRC
12 STUDENTS WRITE THE EXAM AFTER THE BULK OF THE CLASS,
13 MAYBE BECAUSE CONCERNS IN THIS DIGITAL AGE THAT
14 INFORMATION CAN BE SHARED. AND I KNOW YOU JUST
15 MENTIONED YOU WANTED IT BEFORE. IS THERE A WAY FOR
16 YOU GUYS TO ACCOMMODATE THAT SO DRC STUDENTS CAN
17 WRITE
18 IT AFTER WITH EXTRA TIME?

18 >> OH, LET ME -- SORRY. LET ME BACK UP A LITTLE BIT. YOUR
19 EXAM NEEDS TO BE IN CANVAS BUT WON'T BE AVAILABLE TO
20 STUDENTS UNTIL THE DAY AND TIME YOU SET.

21 >> RIGHT.

22 >> THE REASON IT'S EARLY IS SO WE CAN JUST CONFIRM THE
23 STUDENT'S ACCOMMODATIONS ARE SET UP PROPERLY. BUT THE
24 STUDENTS WILL WRITE AT THE SAME TIME AS THE CLASS
25 UNLESS THEY HAVE AN ACCOMMODATION OR SOMETHING HAS

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1 GONE WONKY FOR THEM.

2 >> MIGHT NOT BE POSSIBLE BECAUSE LET'S SAY MY CLASS IS
3 90 MINUTES AND EXAM IS ONE HOUR THEY NEED TWO HOURS OR
4 MORE AND IF THEY HAVE A CLASS RIGHT AFTER MINE, WOULD
5 NOT BE POSSIBLE.

6 >> SO IN THAT SITUATION, WHAT WE WOULD DO IS WE WOULD--
7 THEY WOULD START -- THEIR START TIME MIGHT BE EARLIER
8 THAN THE REST OF THE CLASS. BUT THEY'LL FINISH AT THE
9 SAME TIME AS THE CLASS, IF THEY HAVE EXTENDED TIME.

10 >> THAT WOULD WORK. GREAT. THANK YOU.

11 >> YEAH. OKAY. KATEY, YOU HAD A QUESTION?

12 KATEY: YES. ARE WE ALLOWED TO -- IF WE HAVE A LETTER
13 FROM THE STUDENT, ARE WE ALLOWED TO ADMINISTER OUR
14 OWN
15 ACCOMMODATIONS? I'M THINKING IN THE CONTEXT OF I HAVE
16 A WEEKLY QUIZ AND IT'S -- LIKE, LITERALLY QUIZ, BUT I
17 HAVE A STUDENT WHO I KNOW GETS TIME AND A HALF. CAN I
18 JUST DO THAT? BECAUSE IT SEEMS A LOT TO GO THROUGH
19 YOU GUYS FOR THAT SORT OF THING. NOT SO MUCH EXAM BUT
20 REGULAR ONES.

21 >> YEAH SO AGAIN GOING BACK, THE STUDENTS FORMAL REQUEST
22 FOR THEIR ACCOMMODATIONS KATEY I KNOW YOU'RE GREAT.
23 IT BECOMES -- WE'RE ACTUALLY TRYING TO HELP THE
24 INSTRUCTORS AND TAKE OFF SOME OF THE PRESSURE OF
25 MAKING SURE STUDENTS GET THEIR ACCOMMODATIONS IN THE
EXAMS. SO THE STUDENT IS GOING TO FORMALLY REQUEST.

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1 IT'LL BE IN THE SYSTEM, WE'LL MAKE SURE THE SETTINGS
2 ARE DONE PROPERLY. YOU CAN DO THE SETTINGS YOURSELF.
3 THAT'S NOT A PROBLEM. OUR EXAM PARTY WILL GO IN AND
4 CONFIRM IT'S DONE PROPERLY SO WE DON'T HAVE
5 ACCOMMODATION FAILS. THAT'S THE ONE THING THAT IN THE
6 LAST SPRING AND EVEN OVER THE SUMMER WHEN WE WEREN'T
7 ABLE TO DO THAT, THE ACCOMMODATION FAILS THAT HAPPENED
8 JUST BECAUSE SETTINGS WEREN'T DONE PROPERLY BECAUSE IT
9 CAN BE REALLY COMPLEX. IF YOU'RE TRYING TO DO IT IN A
10 HURRY MIGHT MISS A STEP AND ALL THOSE KINDS OF THINGS
11 RIGHT WE'RE JUST CONFIRMING IT'S DONE PROPERLY BUT THE
12 STUDENT YOU'RE STILL DOING EVERYTHING ELSE.

13 KATEY: THAT MAKES SENSE. HOWEVER FOR SOMETHING LIKE A
14 WEEKLY QUIZ -- I'M JUST ENVISIONING ALL THE STEPS I
15 HAVE TO GO THROUGH ON THE DRC WEBSITE IN THE PAST FOR
16 LIKE A 20-MINUTE QUIZ. THAT'S -- AND I HAVE TO DO
17 THAT EVERY -- LIKE TEN TIMES, RIGHT, FOR EVERY SINGLE
18 WEEK. IS THERE ANY WAY TO DO IT ONCE LIKE IT'S GOING
19 TO BE EVERY SINGLE WEEK IT'S AVAILABLE FOR 24 HOURS
20 THE EXACT SAME SETTINGS IS THERE ANY WAY TO DO THAT
21 REQUEST ONE TIME THEN?

22 >> YEAH.

23 KATEY: YEAH I'M NOT TRYING TO BE DIFFICULT; I PROMISE.

24 >> THERE'S A LOT OF INSTRUCTORS WHO HAVE WEEKLY QUIZZES.
25 WHAT I WOULD SUGGEST IS GET A HOLD OF AMY AND THE

1 STUDENT CAN REQUEST IN THEIR FIRST INITIAL
2 REGISTRATION OF THE QUIZZES PUT THAT THIS IS A WEEKLY
3 QUIZ HAPPENING EVERY I DON'T KNOW WEDNESDAY AT 2 OR
4 WHATEVER IT IS AND THEY DON'T HAVE TO DO INDIVIDUAL
5 BOOKINGS THEN YOU JUST HAVE TO FILL IN THE INFORMATION
6 ONCE AND AMY WILL SET IT UP SO IT'S BOOKED EVERY WEEK.
7 DOES THAT MAKE SENSE?

8 >> PERFECT. THANK YOU.

9 >> OKAY.

10 >> ANY QUESTIONS FROM PEOPLE?

11 I DID NOTICE THAT IN THE CHAT BOX THERE'S BEEN
12 SOME COMMENTS ABOUT THE ADOBE. BRIAN, YOU HAD SHARED
13 THE HYPERLINK. SO WE CAN SHARE THAT OUT AFTER AGAIN
14 FOR THE UBC SOFTWARE DOWNLOAD. ALEX YOU COMMENTED
15 YOUR NOTE EXACTLY IS THE Q AND A WERE SPECIFICALLY
16 CONFIRMED ADOBE PRODUCTS CAN BE DOWNLOADED WITH UBC
17 LICENCE FOR UNIVERSITY BUSINESS TO NON-UBC DEVICES AND
18 YOU'VE ALSO PROVIDED THE LINK FOR THAT SO THANK YOU.
19 AND BRIAN YOU ALSO ADDED THAT IN CAMTASIA THE
20 CAPTIONING IS MANUAL WHICH IS WHAT I SUSPECTED. SO
21 THANK YOU. BUT REMEMBER TO EXPORT AS A SEPARATE
22 CAPTION FILE. IT'S NOT BURNED INTO THE VIDEO. SO I
23 WOULD ENCOURAGE PEOPLE THAT IF THEY'RE USING Camtasia
24 TO CONNECT WITH BRIAN AND MAKE SURE IT'S PUT INTO THE
25 FILE AS MUCH AS POSSIBLE BEFORE YOU POST IT OR HOW

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1 YOU'RE GOING TO POST THAT INSIDE YOUR CANVAS SHELLSO
2 THAT THE STUDENT HAS ACCESS TO THAT CAPTIONING ISVERY
3 IMPORTANT.

4 WE DON'T HAVE ANY QUESTIONS WE'LL GO ONTOSOME
5 OF OUR LAST SLIDES HERE.

6 THOUGHTS TO LEAVE YOU WITH. SHOWING RESPECT
7 MEANS ASK BEFORE YOU ACT. RESPECT BOUNDARIES OF THE
8 STUDENT, PERSONAL SPACE, PERSONAL EQUIPMENT ORAIDES.
9 MAYBE LESS IN THE CASE OF THE VIRTUAL WORLD BUTKEEP
10 IN MIND. BE AWARE OF STIGMA AND DIFFERENT
11 UNDERSTANDINGS OF DISABILITY. PLEASE BE PATIENT. AND
12 BE OPEN-MINDED AND HAVE ANOPEN HEART. AND THE OTHER
13 THING I JUST WANT TO STRESS IS THAT PLEASE KEEPIN
14 MIND THAT OVER ACCOMMODATING STUDENTS ALSOCREATES
15 CHALLENGES. SO PLEASE CONNECT WITH THE DRC IFYOU'RE
16 NOT SURE HOW TO SUPPORT A STUDENT. AND OUR THOUGHT IS
17 BEING INCLUSIVE AND ACCESSIBLE TAKES TIME AND
18 THOUGHTFULNESS.

19 EARLLENE, DO YOU HAVE ANYTHING TO ADD BEFOREWE
20 MOVE ON?

21 EARLLENE: NO, I DON'T HAVE ANYTHING TO ADD. I SEE
22 THERE'S ANOTHER QUESTION. SO GO AHEAD. SM.

23 SM: YES, I'VE KEPT THIS QUESTION FOR THE END OF THE
24 MEETING, AND HOW APPROPRIATE. SO I WOULD LIKE TO MEET
25 MY STUDENT SOMEHOW. AND I NOTED FROM LAST YEAR,

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1 TEACHING ONLINE, NONE OF THEM LIKE TO REALLY SHARE
2 VIDEO. THEY JUST JOIN IN WITH AUDIO, THOSE WHO DO,
3 AND YOU DON'T GET TO SEE THEM. LAST YEAR WAS OKAY
4 BECAUSE WE HAD MET BEFORE. BUT I SOMEHOW LIKE TO MEET
5 THEM. IS IT APPROPRIATE TO ASK THE STUDENTS TO AT
6 LEAST ONCE SHARE VIDEO AND KIND OF SO I MEET THEM AND
7 EVERYBODY ELSE MEETS THEM? THE OTHER QUESTION RELATED
8 IS FROM A TEACHER'S POINT OF VIEW, WHAT HAS BEEN MOST
9 SUCCESSFUL? SHARING YOUR VIDEO WHEN YOU GIVE A
10 LECTURE OR JUST SHARE THE AUDIO AND OF COURSE THEY
11 RECORD AND THEY CAN LISTEN LATER? IS IT ETHICAL FOR
12 STUDENTS TO SHARE VIDEO?

13 >> A QUESTION BEST ANSWERED BY CTL STAFF. VANIA OR IS
14 SOMEONE ELSE, IF YOU CAN ANSWER THOSE QUESTIONS.

15 VANIA: HI. THIS IS VANIA FROM THE CTL. AND I DON'T HAVE
16 A, LIKE, BLACK AND WHITE ANSWER FOR YOU. I WOULD SAY
17 THAT IT DEPENDS. I THINK WHAT I'VE BEEN HEARING AND
18 READING ABOUT IS THAT IT'S OKAY TO ASK BUT NOT TO
19 FORCE AND TO ALSO, LIKE, RESPECT THEIR DECISION IF
20 THEY DON'T WANT TO SHARE THEIR CAMERA. DOES THAT HELP
21 AT ALL?

22 >> YES. THANK YOU.

23 >> I WOULD ALSO JUST ADD, SOMETHING WE DID AT THE
24 BEGINNING, WE DESCRIBED OURSELVES. AND THAT MAY BE
25 MORE COMFORTABLE FOR A STUDENT. I CERTAINLY KNOW I

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1 HAVE A STUDENT ON MY CASE LOAD THAT DOESN'T HAVE A
2 CAMERA AND WILL NOT HAVE A CAMERA AND WE TOOK SOME
3 TIME TO SAY THIS IS WHO I AM, THIS IS WHAT I LOOK
4 LIKE, AND THEY DESCRIBED WHO THEY WERE. AND, YOU
5 KNOW, IT SORT OF MADE IT A LITTLE BIT MORE PERSONABLE.
6 AND THAT -- WE TRY TO ENCOURAGE THAT AS WELL,
7 ESPECIALLY FOR NON-SIGHTED. BUT IF THEY'RE NOT
8 COMFORTABLE TURNING ON THEIR CAMERA OR NOT IN A
9 CONTEXT THEY WANT EVERYONE TO SEE WHERE THEY'RE
10 STUDYING -- THERE'S SOME PRIVACY STUFF WITH THAT.
11 JUST KEEP IN MIND ASKING THEM TO DESCRIBE THEMSELVES
12 MIGHT BE A REALLY GREAT ALTERNATIVE.

13 DID YOU HAVE SOMETHING ELSE?

14 >> I'VE ALSO HEARD IT SAID REALLY WELL IN SOME WORKSHOPS
15 AND EVENTS THAT THE FACILITATOR SAID GO AHEAD AND TURN
16 YOUR CAMERAS OFF IF YOU FEEL MORE COMFORTABLE, DO
17 WHAT YOU NEED TO DO. BUT I DO LIKE TO SEE SOME FACES. SO
18 IF YOU FEEL COMFORTABLE, LIKE, PLEASE TURN ON YOUR
19 CAMERA AND THEN I CAN SEE HOW PEOPLE ARE REACTING TO,
20 LIKE, WHAT I'M PRESENTING. SO HOPEFULLY THAT HELPS.

21 >> YEAH. I THINK YOU'LL FIGURE OUT WHAT WORKS AND WHAT
22 YOUR STUDENTS LIKE AND FIGURE OUT YOUR WAY.

CERTAINLY

23 Y
23 COME BACK US AND GIVE US FEEDBACK.

24 >> GREAT. THANKS. PART OF THE QUESTION IS BECAUSE I

25 KNOW THAT YOU GUYS AREN'T SHARING VIDEO TODAY, YOU'RE

1 JUST TALKING AND DESCRIBING YOURSELF, IS THIS ABETTER
2 TEACHING OR PRESENTING APPROACH THAN PROFESSORS WHO
3 SHARE AND YOU KNOW THEY'RE VERY INTERACTIVE ON
CAMERA?
4 >> THE REASON WE ARE DOING IT RIGHT NOW IS FOR BAND
5 WIDTH. WE DID HAVE VIDEO UP EARLIER AND I -- AS YOU
6 CAN SEE FROM OUR PRESENTATION, WE -- WE WOULD
7 ENCOURAGE YOU TO HAVE AN IMAGE OF YOURSELF IF POSSIBLE
8 MIGHT BE SOMEONE WHO MIGHT BE READING YOUR LIPS IF
9 THEY DON'T -- IF THERE ISN'T A CAPTIONIST IN YOUR
10 ROOM. BUT THAT'S NOT ALWAYS AVAILABLE. AND KRISTEN
11 YOU SAID IT QUITE WELL EARLIER IN REGARDS TO THAT
12 VIDEO ON OR OFF AND IT'S DIFFERENT BASED ON EACH
13 PLATFORM. CAN I GET YOU TO ANSWER THAT, KRISTEN.
14 KRISTEN: FOR SURE. THIS IS KRISTEN FROM THE CTL.
15 THERE'S TWO MAIN TECHNOLOGIES THAT WE SEE PEOPLE USE.
16 ULTRA, WHERE WE ARE TODAY, AND ALSO ZOOM. IN ULTRA,
17 ESPECIALLY WHEN YOU'RE SHARING CONTENT LIKE MEGHAN IS
18 TODAY WITH THE POWERPOINT, THE ACTUAL IMAGES ARE
19 REALLY TEENY TINY EVEN IF THE VIDEOS ARE PUT ON. SO
20 IT CAN BE MUCH LESS EFFECTIVE FOR PEOPLE WHO NEED TO
21 LIP READ OR PEOPLE WHO WANT TO SEE FACIAL EXPRESSIONS
22 IN ULTRA. WHEREAS IN ZOOM, IF YOU'RE FAMILIAR WITH
23 IT, IT CAN LOOK LIKE A BRADY BUNCH SCREEN WITH BOXES
24 THAT ARE BIGGER AND OTHER OPTIONS FOR PEOPLE TO SEE
25 JUST ONE PERSON'S VIDEO. IN ZOOM, IT CAN BE MORE

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1 EFFECTIVE TO HAVE VIDEO ON IF YOU PREFER. WHEREAS IN
2 ULTRA, WE FIND ESPECIALLY WITH LIP READING IT CAN BE
3 MUCH LESS HELPFUL DUE TO THE SIZE OF THE VIDEO ITSELF.

4 >> THANK YOU VERY MUCH. I THINK I GOT MY ANSWERS.
5 APPRECIATE.

6 >> OKAY. WONDERFUL. SO I PUT ON THE SLIDE A FEW -- SOME
7 EXAMPLES OF INCLUSION STATEMENTS WE'VE SEEN PEOPLE
8 USE. FIRST ONE SAYS: IN ORDER TO BEST ANSWER YOUR
9 QUESTION, I WANT TO PROVIDE YOU WITH A RESPONSE IN A
10 FORMAT THAT WORKS FOR YOU. PLEASE LET ME KNOW IF YOU
11 WOULD PREFER A SHORT VIDEO, HANDOUT, SCREENSHOT, OR
12 WRITTEN OUT IN AN EMAIL. SO THIS WOULD HAVE BEEN AN
13 INSTRUCTION TYPE THING THAT AN INSTRUCTOR WAS MAYBE
14 SENDING OUT OR SOME HELP TO ANSWER OUR QUESTION. SO
15 JUST TO KEEP IN MIND THERE MIGHT BE MULTIPLE WAYS THAT
16 STUDENTS WILL BEST ENGAGE OR BE ABLE TO FOLLOW ALONG
17 WITH THE INSTRUCTIONS THAT YOU HAPPEN TO BE GIVING.
18 SO PROVIDING ALTERNATIVES IS GREAT.

19 THE SECOND ONE IS -- IS SAYS: IF THERE IS
20 SOMETHING I CAN DO TO MAKE THIS EMAIL AND ITS CONTENT
21 MORE ACCESSIBLE FOR YOU, PLEASE LET ME KNOW, AND I
22 WILL RESEND IN A FORMAT THAT WORKS FOR YOU. SO THIS
23 IS SOMETHING THAT I PERSONALLY HAVE IN MY SIGNATURE
24 FILE AND OTHERS HAVE SOMETHING SIMILAR OR SAME
25 STATEMENT WHICH OF COURSE WE CAN CHANGE OR MODIFY BUT

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1 TO GIVE THAT TRIGGER TO SOMEONE THAT IF SOMETHING IS
2 MISSING THAT YOU'RE OPEN TO HAVING THEM SAY HEY CAN
3 YOU SEND THAT AGAIN OR SEND IT TO ME DIFFERENTLY. SO
4 IT'S JUST THAT SORT OF, YEAH, TRIGGER TO THEM THAT
5 THEY -- THAT YOU'RE OPEN.

6 EARLENE, ANYTHING TO ADD BEFORE I GO TO
7 RESOURCES.

8 EARLENE: NO. THAT WAS GREAT. THANKS.

9 >> SO THIS IS OUR RESOURCE PAGE. SO THE DRC
10 ACCESSIBILITY ADVISORS AND MANAGER WHO ARE MYSELF AND
11 OTHERS ARE ALL HERE TO SUPPORT YOU TO TALK ABOUT YOUR
12 COURSES AND HOW YOU CAN SUPPORT YOUR STUDENTS JUST BE
13 BETTER ACCESSIBLE IN GENERAL. SO ALWAYS COME BACK TO
14 US. THAT'S WHAT WE'RE HERE FOR. DRC INFORMATION FOR
15 FACULTY PAGE ON THE DRC WEBSITE, IF YOU HAVEN'T VIE IN
16 WHICH OCCURRED OTHER THERE, PLEASE DO. IT HAS A
17 WEALTH OF INFORMATION. IT'S BROKEN DOWN BY EXAM AND
18 CLASSROOM. EXPLAINS ALL THE ACCOMMODATION AND IS HOW
19 THEY FIT AND GIVES WAY MORE INFORMATION. WE ALSO HAVE
20 IT WAS PRESENTED ON THE EVENTS PAGE FOR THIS EVENT,
21 BUT WE WILL SOON HAVE OUR HOW TO DESIGN FOR
22 ACCESSIBILITY HANDOUT ON THE WEBSITE, WHICH IS JUST A
23 REALLY SHORT DOCUMENT THAT GIVES YOU SOME SORT OF DO'S
24 AND DON'TS LIST AS WELL AS THE BC CAMPUS WEBSITE HAS
25 AN ACCESSIBILITY TOOLKIT THAT COULD BE HELPFUL TO

1 REVIEW. I PARTICULARLY REALLY LIKE THE OPEN UBC
2 ACCESSIBLE TOOLKIT. IT'S VERY HELPFUL. AND I KNOW
3 YOU'RE GOING TO BE LIKE WELL I CAN'T WRITE DOWN ANY OF
4 THESE URLS AND THAT'S BECAUSE THEY'RE VERY LENGTHY BUT
5 THEY'LL BE POSTED AFTERWARDS WITH THE SLIDES. AND
6 CTLT HAS A HANDOUT AS WELL, VERY SHORT, PRESENTS
7 THINGS DIFFERENTLY BUT SIMILAR TO WHAT WE HAVE IN OUR
8 ACCESSIBILITY HANDOUT AS WELL. SO A FEW THINGS.
9 THERE'S LOTS MORE OUT THERE, BUT WE DON'T WANT TO
10 OVERWHELM ANYONE. JUST IF YOU'RE LOOKING FOR MORE TO
11 ACCESS SOME OF THESE RESOURCES BUT ALSO TO COME BACK
12 TO US BECAUSE WE CERTAINLY TRY TO MAKE THIS
13 MANAGEABLE, THIS PRESENTATION, AND NOT TOO OVERWHELM
14 YOU TOO MUCH.

15 SO NOW WE OPEN IT UP. IF YOU HAVE ANY
16 QUESTIONS, YOU WOULD LIKE TO REQUEST A TRANSCRIPT, YOU
17 CAN EMAIL US. WE OPEN THIS UP FOR DISCUSSION AND
18 OTHER COMMENTS FROM EVERYONE. SO HANDS UP OR MICs
ON
19 OR HOWEVER YOU WANT TO DO IT.

20 SM: THANK YOU, GUYS.

21 MEGHAN: YOU'RE VERY WELCOME. ANYBODY ELSE? ALEX, PLEASE
22 GO AHEAD. YOU CAN UNMUTE YOURSELF.

23 ALEX: DO I -- CAN YOU HEAR ME NOW?

24 MEGHAN: YES, WE CAN. THANK YOU.

25 ALEX: OKAY. SORRY. MY BROWSER WASN'T MAKING IT CLEAR

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1 WHETHER THE MIC IS ON. I WANTED TO ASK ABOUT -- CAN
2 YOU STILL HEAR ME? I GOT A DIALOGUE THAT I'M HAVING
3 TROUBLE SHARING AUDIO.

4 >> WE'RE GOOD. WE CAN HEAR YOU.

5 ALEX: OKAY. OKAY. I WANTED TO ASK, FOR PRESENTING
6 MATERIAL IN CLASS, IF YOU HAVE ANY THOUGHTS ABOUT
7 HANDWRITING ON A WHITEBOARD-LIKE THING VERSUS PREPARED
8 SLIDES. I MEAN, I GENERALLY LIKE HANDWRITING IT FOR
9 NO OTHER REASON THAN IT FORCES ME TO GO NO FASTER THAN
10 STUDENTS CAN WRITE. BUT IN TERMS OF ACCESSIBILITY AND
11 IN THE ONLINE ENVIRONMENT, WHETHER PREPARED SLIDES ARE
12 APPRECIABLY BETTER FOR TEXT? IN PARTICULAR, THINKING
13 PHYSICS, WRITING EQUATIONS AND SOLVING PROBLEMS.

14 MEGHAN: RIGHT. I APPRECIATE THAT YOU, YOU KNOW, BY
15 WRITING BY HAND YOU ARE THE SAME PACE AS THE STUDENT.
16 SO THAT'S SOMETHING WONDERFUL TO KEEP IN MIND. THE
17 CHALLENGES, THOUGH, THAT SOMEONE THAT MAY NOT BE ABLE
18 TO OR MIGHT BE ACCESSING THAT MATERIAL AFTERWARDS OR
19 CAN'T SEE WHAT YOU'RE WRITING, THEY WOULD NEED TO HAVE
20 A CLASSROOM ASSISTANT OR IN THE CASE OF WE'RE ALSO
21 PUTTING IN ACCOMMODATION IN PLACE FOR A LECTURE MUST
22 BE RECORDED, EVEN IF IT'S NOT BEING MADE AVAILABLE FOR
23 THE REST OF THE CLASS BUT JUST AVAILABLE TO THAT
24 STUDENT SO THAT WE CAN HAVE AN ACCESSIBILITY ASSISTANT
25 GO BACK OVER AND DESCRIBE THE THINGS YOU'RE DOING BUT

1 ALSO POTENTIALLY, YOU KNOW, THAT WOULD HAVE TO BE
2 TRANSPOSED INTO ACTUAL TYPE FACE SO THAT A SCREEN
3 READER CAN READ THAT. EARLENE, DO YOU HAVE MORE TO
4 ADD, WHICH IS BETTER? IT'S CHALLENGING.

5 >> I GUESS I'M ASSUMING WHATEVER IS BEING WRITTEN ON THE
6 WHITEBOARD IN CANVAS IS SAVABLE AND CAN BE ACCESSED
7 LATER?

8 >> YEAH.

9 >> SO I THINK THE BIGGEST ISSUE WOULD BE IF SOMEONE IS
10 RELYING ON SOME SCREEN READING MATERIAL. YOU MIGHT
11 ACTUALLY NEED TO -- OR AT LEAST IN YOUR -- AS YOU'RE
12 WRITING YOUR FORMULAS OR WHATEVER, EQUATIONS, TABLES,
13 WHATEVER YOU'RE PUTTING ON THAT WHITEBOARD, AT LEAST
14 HAVE THAT SAME INFORMATION ACCESSIBLE IN A PRINTED
15 FORMAT SOMEWHERE THAT YOU CAN DIRECT PEOPLE TO AND SAY
16 YOU CAN SEE THE SAME THINGS HERE, WHETHER REFERENCED
17 TO THE PAGE OR WHERE THEY CAN FIND IT IN THE TEXT OR
18 AT LEAST LINK IT TO SOMETHING THAT THEY CAN FIND
19 THAT'S IN A MORE -- LIKE, A PRINT FORMAT.

20 >> YES. YEAH, THANKS.

21 >> GREAT QUESTION, ALEX. THANK YOU.

22 VANIA: HI. THIS IS VANIA FROM THE CTL. I'LL JUMP IN.
23 WITH WHAT I KNOW ABOUT ZOOM AND THEN PERHAPS ONE OF MY
24 COLLEAGUES CAN JUMP IN ABOUT WHAT THEY KNOW ABOUT
25 ULTRA, IF YOU ARE WORKING ON A PROBLEM, LIKE, SAY,

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1 WRITING OUT USING A TABLET BY HAND AND BROADCASTING
2 OVER ZOOM, LET'S SAY YOU'RE FINISHED WORKING OUTTHE
3 PROBLEM ON THE WHITEBOARD, YOU CAN SAVE AN IMAGEOF
4 THAT FILE. THROUGH THE ANNOTATE TOOLBAR, SAVEIMAGE.
5 PERHAPS THAT COULD ALSO BE HELPFUL BECAUSE INONE
6 IMAGE YOU WOULD SEE THE WHOLE WORKEDOUT PROBLEM. AND
7 I'M GOING TO ASK MY CTL COLLEAGUES IF THERE AREANY
8 TIPS ABOUT SOMETHING SIMILAR IN COLLABORATE ULTRA.
9 KRISTEN: THIS IS KRISTEN ALSO FROMTHE CTL. THERE ARE
10 WAYS TO SAVE YOUR SCREENIN ULTRA. THE BEST WAY TO DO
11 IT IS TAKE A SCREEN CAPTURE OF EVERYTHING GOING ONIN
12 YOUR SCREEN OR USE SOMETHING LIKE A SNIPPET OR SNAGIT
13 TOOL TO GRAB THE SPECIFICWHITEBOARD PORTION. THE
14 TOOL BAR IS A LITTLE BIT DIFFERENT IN ULTRACOMPARED
15 TO ZOOM, BUT THERE IS A WAY TO DO IT WITHTHE
16 SCREENSHOT.
17 EARLLENE: I HAVE A QUESTIONFOR MEGHAN. MEGHAN, MAYBE
18 YOU KNOW THERE IS SOME SOFTWARE TAKE THOSE
19 SCREENSHOTS
20 AND CONVERT THEM TO TYPE TEXT?
21 MEGHAN: ARE YOU ASKING IF THERE IS OR YOU WANT ME TOTELL
22 YOU WHAT IT IS?
23 EARLLENE: ESPECIALLY FORMULAS OR EQUATIONS?
24 MEGHAN: FOR FORMULAS AND EQUATIONS, ALEX, THERE IS AFEW
THINGS THAT -- AND WE CAN HAVE -- I CAN SEND THATTO

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25

YOU AFTERWARDS WHERE THEY CAN DO SOME SCREEN
CAPTURE

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1 OF EXACT FORMULAS THAT'S HANDWRITTEN AND THERE ARE
2 PROGRAMS TO SUPPORT STEM -- SOME OF THAT. THEY'RE NOT
3 GREAT. AND THEY NEED TO BE CHECKED, OF COURSE. BUT
4 THERE IS SOME. SO I CAN CERTAINLY SEND THAT OUT TO
5 YOU. GIVE ME SOME TIME TO GATHER THOSE, AND I WILL
6 GIVE THOSE TO THE CTL AS WELL SO THEY CAN POST THAT
7 FOR STEM IN PARTICULAR. BUT IT STILL REQUIRES
8 SUPERVISION AND YOU HAVE TO LOOK OVER IT BUT THERE IS
9 SOME TOOLS.

10 EARLENE: IT'S EARLENE AGAIN. I WANT TO ADD, ALEX, IF
11 THERE'S A STUDENT IN YOUR CLASS -- I WOULDN'T DO THAT
12 JUST I THINK PARTICULARLY BECAUSE OF THE WORK IT SEEMS
13 IT WOULD ENTAIL TO HAVE THOSE SCREENSHOTS TRANSLATED
14 INTO READABLE MATERIAL, SCREEN-READABLE MATERIAL. I
15 WOULD ONLY SUGGEST DOING THAT IF YOU HAVE A STUDENT
16 WITH AN ACCOMMODATION IN YOUR CLASS THAT NEEDS THAT.

17 MEGHAN: YEAH. IT'S QUITE LABOUR INTENSIVE.

18 ALEX: OKAY. OKAY.

19 MEGHAN: BUT I'LL GET BACK TO YOU WITH SOME OPTIONS SO YOU
20 HAVE IT IN YOUR TOOLKIT, FOR SURE.

21 ALEX: GREAT. THANK YOU.

22 MEGHAN: YOU'RE WELCOME.

23 DOES ANYBODY ELSE HAVE ANY OTHER QUESTIONS? NO?
24 OKAY.

25 WELL, THANK YOU ALL FOR JOINING US TODAY.

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1 PLEASE REACH OUT IF YOU HAVE QUESTIONS AND CONCERNS
2 AFTER OR IN THE FUTURE, BOTH IN REGARDS TO YOUR CLASS
3 OR TO SUPPORT A STUDENT IN GENERAL, WHICHEVER. AND
4 THESE SLIDES AS WELL AS THE TRANSCRIPT AND THE
5 RECORDING WILL ALL BE AVAILABLE, INCLUDING SOME OTHER
6 RESOURCES I'M GOING TO GATHER, ON THE CTL'S WEBSITE.
7 HOPEFULLY IN THE NEAR FUTURE. AND IF YOU HAVE ANY
8 OTHER QUESTIONS ABOUT TRYING TO ACCESS THAT MATERIAL,
9 PLEASE REACH OUT TO THEM. AND WE JUST WANT TO THANK
10 THE CTL FOR HAVING US TODAY. SO THANK YOU. AND HOPE
11 EVERYONE -- THAT THEIR TERM GOES WELL, STARTING NEXT
12 WEEK.

13 >> YEAH. GOOD LUCK, EVERYBODY, WITH YOUR SEMESTER. AND
14 THANK YOU FOR JOINING US TODAY. IT'S EARLENE.

15 VANIA: AND THIS IS VANIA WITH CTL. REALLY BIG THANK YOU TO
16 YOU FOR PRESENTING. GREAT INFORMATION.

17 MEGHAN: THANK YOU FOR HAVING US.

18

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