

Crippling Pandemic Learning in Higher Education

Collaborative Resource Document

Do you have resources from higher education institutions, organizations, academics, or blogs that cover universal design, online assessment, the needs of disabled students, or improving accessibility in online classes? Great! Please post them here using the “suggest” feature of Google docs!

None of the categories here are exhaustive, so if we’re missing anything, please feel free to add to what we have.

If you’d like to be listed as a contributor to this resource, please add your name and affiliation to the list at the end of this document.

Thanks!

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Scholars Doing Cool Things!

- Accessibility Basics and Resources {URL from Emily Krebs via [Google Docs](#)}
- Disability Histories Syllabus {URL from Dr. Jaipreet Virdi via [UDelaware](#)}
- #EugenicsSyllabus {URL from Aimi Hamraie via [Google Docs](#)}
- Jumpstarting Your Online Teaching (videos in English, French, German, Italian, and Spanish; not CC) {URL from Dr. Anne Trepanier and Maristela Petrovic-Dziedz via [Google Docs](#)}
- Syllabus Generator [{URL from ClíoVis}](#)
- Pedagogies of Care [{URL from Pedagogies of Care}](#)
- Mapping Access Project [{URL from Aimi Hamraie}](#)
- The Future is in the Margins: The Role of Technology and Disability in Educational Reform [{URL from weebly}](#)
- Keep Teaching [{URL from the Society for Teaching and Learning in Higher Education}](#)
- Relaxed Pedagogy: Relaxing Teaching and Learning in the University [{URL from The Post-Pandemic University}](#)
- Running a Self-Directed Course for Community [\(URL via Dr. Zoe Todd\)](#)
- Disability Evidence Portal <https://www.disabilityevidence.org/>
- What is an Anti-Ableist Pedagogy [{URL via YouTube}](#)
- Inclusion Includes Discomfort [{URL from AUA Consulting}](#)

You’re New to Disabled Learning Principles? Start Here!

- Teaching More Accessibly: 5 Easy Improvements to our Practice [{URL via UWaterloo}](#)
- Introduction to Accessible Education [{URL from Accessible Campus}](#)

- Understanding Barriers to Accessibility {[URL from Accessible Campus](#)}
- Principles of Accommodations {[URL from Ontario Human Rights Commission](#)}
- Guiding Principles of Disability Inclusive Education {[URL from USAID](#)}
- UDL Explainer {[URL via YouTube](#)}

Universal Design

- Universal Design for Learning {[URL from CAST](#)}
- Overview of 3 UDL Principles {[URL from Durham College](#)}
- Universal Design - Best Practices for Online Learning {[URL from Guelph U](#)}
- Universal Design for Learning and Digital Accessibility: Compatible Partners or a Conflicted Marriage {[URL from EduCause Review](#)}
- 10 Steps Toward Universal Design in Online Courses {[URL from University of Arkansas Little Rock](#)}
- Universal Design Handout {[URL from Cait Kirby](#) ; [Screenreader Friendly](#)}
- From Accommodations to Accessibility: Creating Learning Environments That Work for All ([URL from EduCause Review](#))
- UDL Centre {[URL via Medium](#)}
- UDL for Learning in Course Design {URL via [UDL on Campus](#)}
- Learning Goals in UDL {URL via [UDL on Campus](#)}
- UDL and Assessment {URL from [UDL on Campus](#)}
- Toolkit for Inclusive Higher Education Institutions {[URL from University College Dublin](#)}
- Toward Generally Inclusive Universities [monthly webinar series from December 2020-July 2021] {URL from [Support Centre for Inclusive Higher Education](#)}

Accessibility in the Syllabus

- Check Your Syllabus 101: Disability Access Statements {[URL from AnthroDendum](#)}
- Creating an Accessible Syllabus {[URL from CSUN](#)}

Deaf/Hard of Hearing Needs and Resources

- Accessibility Strategies for Deaf/Hard of Hearing People in Remote Meetings {[URL from A. G. Bell Association for the Deaf and Hard of Hearing](#)}
- Teaching Students Who Are Deaf, Deafened, and Hard of Hearing: {[URL from Accessible Campus](#)}
- Teaching Students with Deaf Blindness {[URL from Accessible Campus](#)}
- Overview of Videoconferencing and Captioning {[URL from Knowledge Base](#)}
- Live Captioning and Autocaptioning {[URL from Knowledge Base](#)}
- Tips for Recording Your Video {[URL from VOICE for Children Who are Deaf and Hard of Hearing](#)}
- Tips for Videoconferencing with Deaf or Hard of Hearing Students {[Listening Fun via Instagram](#)}
- Your Questions, Answered {[URL from the National Deaf Centre](#)}
- Captioning How-Tos {[URL from Natalya Dell](#)}

Blind and Vision Loss Needs and Resources

- Teaching Students with a Visual Disability {[URL from Accessible Campus](#)}
- Teaching Students with Deaf Blindness {[URL from Accessible Campus](#)}
- Alternative Education Resources Ontario {[URL from AERO/Ontario Ministry of Education](#)}
- Blind and Low Vision {[URL from Ontario Federation of Teachers](#)}

- Blind/Visual Impairment Resources for Educators and Families [aimed at K-12 set] {[URL from Michigan Department of Education](#)}
- Audio-Supported Reading {URL via [National Centre on Accessible Education Materials](#)}

Neurodivergent Needs and Resources

- Teaching Students with Mental Disabilities {[URL from Accessible Campus](#)}
- Teaching Students with Learning Disabilities {[URL from Accessible Campus](#)}
- Everything You Thought You Knew About ADHD is Wrong {[URL from Mashable](#)}

Inclusivity in Online Classrooms

- Building Inclusive Online Classrooms {[URL via The Quad \[UAlberta newsletter\]](#)}
- 10 Strategies for Creating Inclusive and Equitable Online Learning Environments {[URL via Stanford University](#)}
- Including learners with disabilities in COVID-19 education responses {[URL from UNESCO](#)}
- Three Recommendations for Accessible Online Learning {[URL from University Affairs](#)}
- Online Learning for All ([URL via Pat Thompson blog](#))
- Accessibility to E-Learning for Persons With Disabilities: Strategies, Guidelines, and Standards {[PDF via Norquest College](#)}
- Transitioning to Online Teaching: A Roundtable Discussion {[URL from CSD Learns](#)}
- Accessibility in E-Learning {[URL from Accessible Campus](#)}
- Guidelines for Accessible Information {PDF via [European Agency for Special Needs and Inclusive Education](#)}

Improving Accessibility For Common Classroom Tools

- Making Presentations More Accessible {[URL from Google](#)}
- Creating Accessible Google Drive Documents {[URL from Michigan State University](#)}
- Designing for the Autism Spectrum, Screen Readers, Low Vision, Physical or Motor Disabilities, Deaf or Hard of Hearing, and Dyslexia {[URL from Accessibility in \[UK\] Government](#)}
- Closed Captioning for Zoom {[URL from Zoom](#)}
- Making Video and Audio Accessible {[URL from Indiana University](#)}
- Closed Captioning in PowerPoint {[URL from Microsoft](#)}
- Accessible Digital Documents {[URL from Accessible Campus](#)}
- Modeling Accessibility for Presentations {[URL from Margaret Price](#)}
- 5 Must Know Zoom Tips for Teachers to Improve Accessibility and Meeting Management {[URL from English Higher Ed](#)}
- WebAIM (online accessibility tool) {[URL from WebAIM](#)}
- Accessible Standardized Testing {URL [via floe](#)}
- Closed Captioning Using Panopto [free and paid versions] {[URL from Panopto](#)}

Online Learning In General

- The Difference Between Emergency Remote Teaching and Online Learning {[URL from EduCause Review](#)}
- Distance Learning: A Gently Curated Collection of Resources for Teachers {[URL from Cult of Pedagogy](#)}
- 9 Ways Online Learning Should Be Different Than Face to Face {[URL from Cult of Pedagogy](#)}
- Synchronous Strategies for the “New Normal” {[URL from Faculty Focus](#)}

- Using Breakout Rooms with Less Stress and Better Results {[URL from Faculty Focus](#)}
- Engaging Discussions Online {[URL via Stanford University](#)}
- How Hyperdocs Can Transform Your Teaching {[URL from Cult of Pedagogy](#)}
- Enhancing Online Course Discussions Through Conference Roles and Blogs {[URL from Faculty Focus](#)}
- Structuring Short-Term Group Work Online {[URL from Stanford University](#)}
- Remote Teaching {[URL via Centre for Teaching and Learning, University of Alberta](#)}
- Strategies for Remote Learning {[URL from UWaterloo](#)}
- The Single Most Essential Requirement for Designing a Fall Online Course {[URL from HASTAC](#)}
- 5 Tips for Designing an Online Learning Experience Using the 5 Es Instructional Model {[URL from Caitlin Tucker \[blog\]](#)}
- 21 Social Distance Friendly and Virtual Icebreakers Students Will Actually Have Fun With {[URL from Bored Teachers](#)}
- How Students Develop Online Learning Skills {PDF [from EduCause](#)}
- Tip: Don't Require Cameras On {[URL from HigherEdPraxis](#)}
- Moving from Face to Face to Online {[URL from EdSurge podcast](#)}
- Effective online discussions {[URL from the Global Disability: Research and Evidence MOOC via FutureLearn](#)}
- Online Pedagogy Best Practices {[URL from Harvard University](#)}
- Effective Online Teaching Practices {[URL UBC Centre for Teaching and Learning](#)}
- Online Teaching Toolkit {[URL from the Association of College and University Educators](#)}

Online Tech

- Open Space [Online Meeting Spaces] {[URL from OpenSpace](#)}
- Open Space Technology and Zoom {[URL from Drawing Change](#)}
- Otter (Transcription Tool) {[URL from Otter](#)}
- VoiceThread (Universal Design Tool) {[URL from Voice Thread](#)}
- Bubbl (Online Mindmapping tool) {[URL from Bubbl](#)}
- Google Drawings (online collaborative drawing) {[URL from Google](#)}
- SafeShare (offline video player) {[URL from Safeshare](#)}

Doing Assessment Differently

- Digital Humanities and Social Sciences in Your Classroom {[URL from York U](#)}
- A Pedagogical Manifesto for the Upcoming Academic Year {[URL from University Affairs](#)}
- How to Ungrade {[URL from Jesse Stommel \[blog\]](#)}
- Assessment and Ungrading {[URL from Digital Pedagogies at VIU](#)}
- Digital Pedagogy Lab: Toronto - Radical Assessment and Ungrading {[URL from Digital Pedagogies at VIU](#)}
- Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future [eBook] {[URL from WAC Clearinghouse](#)}
- Beyond the Essay [I] {[URL from Vanderbilt University](#)}
- Beyond the Essay II {[URL from Vanderbilt University](#)}
- Beyond the Essay III {[URL from Vanderbilt University](#)}
- Interesting Writing Assignments That Take Students Beyond the Essay {[URL from Resilient Educator](#)}
- Digital Storytelling: Putting Students' Passion for Technology to Good Use {[URL from Resilient Educator](#)}

- The Unessay Experiment: Moving Beyond the Traditional Paper {[URL via Faculty Focus](#)}
- Tip: Research Paper Alternatives {[URL via Higher Ed Praxis](#)}
- Podcasting: the ultimate learning experience and authentic assessment {[Conference proceedings from ACILITE Singapore](#)}
- How Do You Teach? {URL from [Colorado State University](#)}
- UDL and Assessment {URL from [UDL on Campus](#)}
- ePortfolios Explained: Teaching and Practice {URL [from UWaterloo](#)}
- Formative Assessment in Online Learning {[URL from EduTopia](#)}
- Conrad, D., & Openo, J. (2018). *Assessment Strategies for Online Learning: Strategies for Authentic Assessment*. {[PDF from Athabasca University Press](#)}
- Authentic Assessments for Online Learning {[PDF via Instructional Development Centre - University of Central Arkansas](#)}
- Online Assessment in Higher Education {[PDF from the the Taylor Institute for Teaching and Learning - UCalgary](#)}

Bodymind and Well-Being

- 10 Strategies for Promoting Student Flourishing {[URL from Stanford University](#)}
- The Benefits of Movement in the Online Learning Process {[URL from AL07](#)}
- BodyMind Breaks for Online Elementary Students {[URL from FLVS](#)}
- Self-Help Resources {[URL via Wellness Services @ UCalgary](#)}
- [50 Educational Brain Breaks](#) [for K-12 set but fine for big kids too] {We Are Teachers}

Students and Allies Speak

- Beyond "High-Risk": Statement on Disability Campus Re-openings {Accessible Campus Action Alliance via [Google Docs](#)}
- Policies That Matter {Accessible Campus Action Alliance via [Google Docs](#)}
- Teaching in the Age of COVID {Bill Cossen and Rachel Eshenour for *Contingent Magazine* in three parts: [Part 1](#), [Part 2](#), [Part 3](#)}
- 'We're being fobbed off': why disabled students are losing out in lockdown {Alfie Packham, Rachel Hall, and David Batty in [The Guardian](#)}
- Disability Activism & Access in Academia: Divya Persaud & Ellie Armstrong {[URL via PhDivas Podcast](#)}
- Who Gets Medical Care During the Coronavirus Pandemic - And what does that mean for people with disabilities. {[URL from CBC](#)}
- Part of the 'Surplus Population'? Disability Ethics in the Midst of a Pandemic {[URL to PPT Slides via UAlberta](#)}
- An Affront to Dignity, Inclusion and Equality: Coronavirus and the Impact of Law, Policy, Practice and Access to Services on People with Disabilities in the United Kingdom {[URL via Oxford Law blog](#)}

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