

Fredonia's 13th Annual

PROFESSIONAL DEVELOPMENT CENTER

## Teaching & Learning Conference

Limitless Learning:

Empowering Students through Inclusive Course Design

**Beginning your own Inclusive Design Strategy**

**Keynote Speaker:**

Jess Mitchell

Inclusive Design Research Centre

OCAD University



**Monday, August 19, 2019**

**8:00 am – 4:00 pm**

**Williams Center**

**State University of New York at Fredonia**

**Conference info:**

[fredonia.edu/pdc/tlc](http://fredonia.edu/pdc/tlc)



# Overview of Schedule

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8:00 am - 9:00 am	Sign-in & Refreshments	Multi-purpose Room, Williams Center
9:00 am - 9:15 am	Welcome & Opening	Multi-purpose Room, Williams Center
9:15 am - 10:30 am	Keynote Address and Q&A	Multi-purpose Room, Williams Center
10:30 am - 11:00 am	Networking & Discussion	Multi-purpose Room, Williams Center
11:00 - 11:50 pm	Concurrent Sessions	S204A-E, Williams Center
12:00 pm- 1:00 pm	Lunch	Multi-purpose Room, Williams Center
1:00 pm - 1:50 pm	Concurrent Sessions	S204A-E, Williams Center
2:00 pm - 2:50 pm	Concurrent Sessions	S204A-E, Williams Center
3:00 pm - 3:50 pm	Concurrent Sessions	S204A-E, Williams Center

## Welcome

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9:00 am                      *Opening Remarks: Multi-purpose Room, Williams Center*

*Welcome by Dr. Terry Brown, Provost and Vice President of Academic Affairs, Fredonia*

## Keynote Address with Jess Mitchell

9:15 – 10:30 am, Williams Center Multipurpose Room

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### Beginning your own Inclusive Design Strategy

Join us for a candid and compelling discussion about Inclusive Design and what it looks like in college learning environments. Participants will examine their teaching practices through critical lens of inclusive design, and will be able to intentionally apply this approach in daily decision making. Essential elements for making teaching and learning inclusive will be shared, as well as challenges that arise in making inclusive content. Next steps to being empowered and supporting each other in a community of practice will be provided. Learn how you can begin to see things differently and what it looks like to apply these learnings tomorrow!

# About the Keynote Speaker

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**Jess Mitchell** serves as the Senior Manager for Research + Design at the Inclusive Design Research Centre at OCAD University in Toronto, Ontario. Jess' recent work includes a project for the U.S. Department of Education's National Institute on Disability and Rehabilitation Research dedicated to helping people with disabilities personalize a "one-size-fits-one" approach to accessibility, removing barriers to access for users with sensory or physical limitations, cognitive constraints or other unique learning affordances.

**A word from the speaker:** "I am lately most fascinated with the evolving world of design, in particular ethics and design. I spend most of my time in inclusion, diversity, and equity. And am deeply committed to empowering people and helping to shift their perspective."

## Morning Schedule at a Glance:

Welcome: 9:00 – 9:15, Williams Center Multipurpose Rm

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*Opening remarks and introductions*

Keynote Address: 9:15 – 10:30, Williams Center Multipurpose Rm

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*Beginning your own Inclusive Design Strategy with Jess Mitchell*

Networking & Discussion: 10:30 – 11:00, Williams Center Multipurpose Rm

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*Join colleagues for informal networking and discussion following the keynote.*

Concurrent Sessions: 11:00 – 11:50

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Room:	S204A	S204B	S204C	S204E
<b>11:00 – 11:50</b>	Proactive Accessibility: How to Get Started	Open pedagogy in action: Licensing your content - and helping students do it, too	Learning from High School Education: Lessons for our Campuses	Understanding and Supporting College Students with Autism Spectrum Disorder

Lunch: 12:00 – 1:00 pm, Williams Center Multipurpose Room

## Afternoon Schedule at a Glance:

Concurrent Sessions: 1:00 - 3:50 pm

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Room:	S204A	S204B	S204C	S204E
<b>1:00 – 1:50</b>	Building Inclusive Excellence and Access in Virtual Exchange	Easy-Peasy Campus Accessibility Supports for Students	Purposeful and Effective Modifications to Digital Course Content	The Abolition of Tests: Designing Assessments to Facilitate Intellectual Growth
Room:	S204A	S204B	S204C	S204E
<b>2:00 – 2:50</b>	Interacting and Engaging with Students using Accessible Apps from EmTechWIKI	Rethinking Formative and Summative Assessment	Social Constructivism and Universal Design Strategies for Information Literacy Instruction	Trauma-Informed Practices for Faculty and Staff

# Concurrent Sessions: 11:00 – 11:50

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## **Proactive Accessibility: How to Get Started**

Trevor Johnson-Steigelman, Assistant Professor, Science/Technology; Jeff Dugan, Instructional Designer; and Melissa Soules, Disability Services Coordinator, Finger Lakes Community College Williams Center S204A

We all know that accessibility is important. What you might not know about is how to make your documents and Blackboard courses accessible. In this session, we'll show you how students experience documents using screen readers. Next, you will learn how to use heading tags, fonts, and alt-text to make new or existing documents accessible, focusing on Microsoft Word. Finally, we'll demonstrate how the Ally features now available in Blackboard help you provide accessible documents.

## **Open pedagogy in action: Licensing your content - and helping students do it, too**

Kathleen Gradel, Professor, College of Education, SUNY Fredonia Williams Center S204B

Many of us have dived into OER, using openly licensed content. But have you thought about licensing your own work for others to use? And have you encouraged students to license their work? This session is a basic intro to *Creative Commons* Licensing - why and how to do it. You'll leave with functional tools and resources to put to work in your own courses.

## **Learning from High School Education: Lessons for our Campuses**

Dale Hartnett, Center for Excellence in Teaching, College at Brockport Williams Center S204C

- How can we make our classes have true lifelong impact for our students?
- How can we help our students take charge of their educations?
- How can we lead students to learn life lessons that build on the content of our courses?

This presentation will examine four innovative and diverse high school classes that successfully embed academic lessons within the context of addressing some larger community project. We will examine the common factors from each of our four cases and discuss challenges we may face in implementing similar approaches with our college classes. Participants are invited to share their hopes, their concerns and their experiences. Participants will also have the opportunity to brainstorm ways that they might institute a similar approach in their own teaching.

## **Understanding and Supporting College Students with Autism Spectrum Disorder**

Jessica Gugino, Assistant Professor, Education; Laura Geraci, Associate Professor, Education; and Emily Zane, Assistant Professor, Communication Disorders & Sciences, SUNY Fredonia Williams Center S204E

Autism Spectrum Disorder (ASD) is a social communication disorder that shows vast variability among those diagnosed. It is an increasingly common diagnosis: The current prevalence is one in 59. Thus, the rate of ASD among college-aged students is 1% and growing. This means that we will increasingly have students with ASD in our classrooms. The purpose of this presentation is

to describe the unique challenges students with ASD face in college and to provide participants with tools to support their learning, well-being, and overall transition to college. This interactive presentation will allow participants to experience some of the different instructional strategies including instructional technologies. Participants in attendance will (a) gain a better understanding of ASD and the unique challenges college students with ASD face, (b) familiarize themselves with the perspectives of college students with ASD, (c) learn helpful classroom strategies that can be used to support students with ASD, (d) become aware of resources available to faculty and students to support students' with ASD transition to college.

## Concurrent Sessions: 1:00 – 1:50

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### **Building Inclusive Excellence and Access in Virtual Exchange**

Ann Giralico Pearlman, Center for Global Exchange & Engagement, and Jie Zhang, Professor, School of Education, Health and Human Service, SUNY Brockport  
Williams Center S204A

The presenters will share their journey as they seek international partners, collaborate globally, develop globalized curricula, team teach, and produce meaningful learning outcomes in the Collaborative Online International Learning (COIL) virtual exchange courses, as an approach to expand the access to international education. They will discuss and reflect on research-based practices, barriers and challenges they have learned. They will also facilitate interactive discussion and hands-on activities to engage the participants in exploring ways to create a respectful and positive learning environment for students and their international partners, so that they could exchange ideas, better understand diversity issues, and build inclusive excellence.

### **Easy-Peasy Campus Accessibility Supports for Students: Get on board with the “Alternative Media” Tool**

Kathleen Gradel, Professor, College of Education, SUNY Fredonia  
Williams Center S204B

This session introduces a powerful campus resource that you can use to enhance accessibility to your course materials. If you're not using - or encouraging student use of - our campus-licensed "Alternative Media" tool, drop into this session for a quick tour of its features. We'll explore how to convert your own files, as well as discuss ways to empower student use.

### **Purposeful and Effective Modifications to Digital Course Content** Lisa Melohusky, Online Learning Coordinator, SUNY Fredonia Williams Center S204C

Through the LMS, Google Drive, email, and other digital resources we share learning materials daily with our students. What are the most common barriers that students face when accessing this digital content? If you are going to make modifications to the content you share with students, what will have the biggest impact? This session will discuss where to start with your current materials, how to make effective changes, and what tools are available to you for free or

through the LMS to assist in making the most of these digital tools. Participants are welcome to bring their own devices and try out tools throughout the presentation.

### **The Abolition of Tests: Designing Assessments to Facilitate Intellectual Growth**

Brandon Tate, Visiting Assistant Professor, Chemistry, SUNY Geneseo  
Williams Center S204E

Are tests the best way to measure student success? More importantly, are tests the best way to incentivize intellectual growth? Should we rely on tests as the primary means of evaluating academic achievement? These questions led me to reconsider my methods of assessing student performance, and to the “radical” realization that the traditional college examination provides little room for intellectual growth. In a vast majority of college science courses, grades depend primarily on test performance, but a poorly designed test can constitute a barrier to equity and inclusion. In this session we will discuss alternatives to traditional tests: equitable assessments designed to (a) foster scholastic growth, (b) provide incentives for students to engage intellectually, (c) promote deeply integrative learning, and (d) give students ample opportunities to demonstrate improvement. Participants in this session are encouraged to share their experiences with alternative assessments and will have a chance to design a new assessment and receive feedback from their peers.

## **Concurrent Sessions: 2:00 – 2:50**

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### **Interacting and Engaging with Students using Accessible Apps from EmTechWIKI**

Roberta (Robin) Sullivan, Emerging Technologies Librarian and Head of Media Services,  
University at Buffalo  
Williams Center S204A

According to the National Center for Education Statistics, in 2015 about "11 percent of the Higher Education students in the United States have some kind of disability." Ensuring that the materials we use to interact and engage with our students are accessible is critical. This interactive session will have participants use the Web 2.0 Tool Score card developed by Wendy Torres, a Sr. Instructional Technologist from Coppin State University, to evaluate the accessibility of web 2.0 tools from the EmTechWIKI website. EmTechWIKI is a component of the SUNY Exploring Emerging Technologies for Lifelong Learning and Success Massive Open Online Course (#EmTechMOOC) < <http://suny.edu/emtech> >. This discovery-based online learning opportunity aims to assist students, faculty, and staff to build lifelong learning strategies and to also identify the value and implications of using emerging technologies for personal and professional growth. This session will include discussion about how to integrate #EmTechMOOC into professional development and how to integrate the MOOC Discovery Exercises into course design to supplement student learning.

### **Rethinking Formative and Summative Assessment**

Kelli Majuri, Instructor, Teacher Education and Mathematics, SUNY Schenectady  
Williams Center S204B

With a focus on student success, this session offers the opportunity to reconsider how we approach assessment in post-secondary courses. Participants in this session will be engaged



through the use of cooperative learning strategies that are appropriate for the college-level classroom! With the growing need to become more trauma informed, student-centered, and differentiated in our college classrooms, we will discuss ways we can leverage errors or even failure to improve learning outcomes, hone metacognitive skills, and increase self-efficacy by reconsidering how we think about and use assessment. By the end of this session, participants will have a new way of thinking about assessment as it pertains to learning and will have strategies for improving student success. This session is particularly applicable to developmental education, but can also be broadly applied.

### **Social Constructivism and Universal Design Strategies for Information Literacy Instruction**

Bryan Sajecki, Molly K. Maloney, Keith T. Nichols, Undergraduate Education Librarians,  
University at Buffalo  
Williams Center S204C

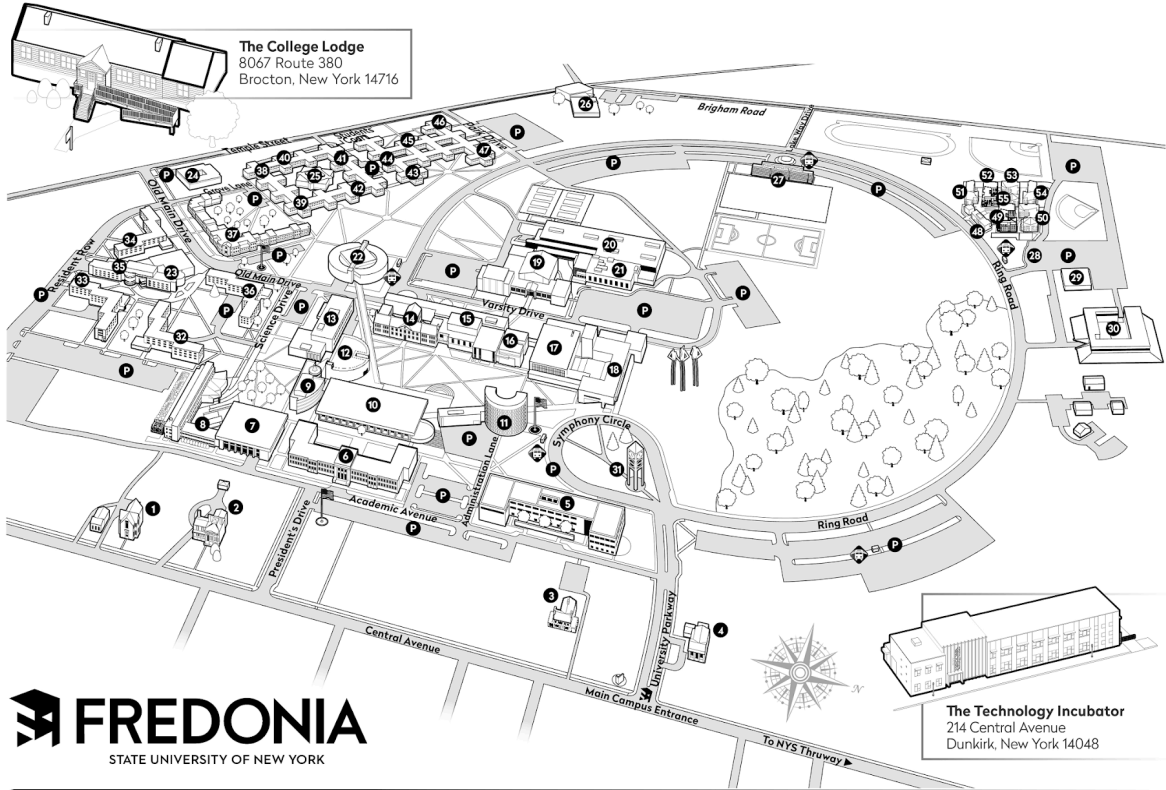
Library instruction is often a one time, guest lecture. Struggling with issues of student engagement within the pilot semester of a 1 credit Information Literacy (IL) course, reflection informed the librarians of a missed opportunity to enhance the classroom experience via Social Constructivism. Semester-long IL instruction allows librarians to utilize peer instruction and the social aspect of a classroom. Together with students, the librarians could build a community of learners who felt more comfortable and had more opportunities for engagement. In addressing certain challenges, some solutions caused new, unpredictable difficulties. For example, cultural barriers prevented students from banking on preexisting knowledge of research topics. It was determined that the course would benefit from Universal Design principles considering the diverse and international campus setting. Within this session, we aim to model how a team of librarians addressed key challenges in this course. These challenges led to us embrace Social Constructivism and Universal Design for Learning initiatives to improve instruction. Attendees will gather methods to evaluate their own instruction and implement UDL strategies to innovate their teaching.

### **Trauma-Informed Practices for Faculty and Staff**

Jeffrey Janicki, LMHC, NCC - Clinical Director of Mental Health Services and Dr. Tracy L. Stenger, Executive Director of Student Wellness and Support, SUNY Fredonia  
Williams Center S204E

Research over the past 30 years has provided strong evidence for trauma-informed approaches. Up until recently, these approaches have been primarily utilized in the medical and judicial fields. Today, faculty and staff, from preschool through higher education, are increasingly recognizing and supporting trauma-affected students. While all students face challenges through the college transition, for those who come to campus with a history of trauma, it can be even more challenging. This program is intended to raise awareness of trauma in institutions of higher education, help faculty and staff understand how trauma impacts learning and development, and provide practical advice on how to work effectively with college students who have been exposed to trauma. This workshop will provide practices that can be used in the classroom, as well as by administrative and professional staff.





#### ACADEMIC AND ADMINISTRATIVE

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| <p><b>1 Fenner House</b><br/>Office of Admissions</p> <p><b>2 President's Home</b></p> <p><b>3 Foundation House</b><br/>Fredonia College<br/>Foundation<br/>Public Relations</p> <p><b>4 Alumni House and Conference Center</b></p> <p><b>5 Thompson Hall</b><br/>College of Education<br/>Media Center<br/>School of Business<br/>Social Sciences</p> <p><b>6 Fenton Hall</b><br/>Classrooms<br/>Lifelong Learning<br/>Offices<br/>President's Office</p> <p><b>7 Houghton Hall</b> Sciences</p> <p><b>8 Science Center</b></p> <p><b>9 Carnahan-Jackson Center</b><br/>Learning Center</p> | <p><b>10 Reed Library</b></p> <p><b>11 Maytum Hall</b><br/>Academic Affairs<br/>Accounting/Accounts Payable<br/>Budget<br/>Computing Center<br/>Engagement and Economic Development<br/>Finance and Administration<br/>Financial Aid<br/>Graduate Studies<br/>Human Resources<br/>Internal Control<br/>Payroll<br/>Purchasing<br/>Student Affairs</p> <p><b>12 McEwen Hall</b><br/>Classrooms<br/>Fredonia Radio<br/>Systems</p> <p><b>13 Jewett Hall</b> Sciences</p> <p><b>14 Mason Hall</b><br/>School of Music<br/>Diers Recital Hall</p> | <p><b>15 Juliet J. Rosch Recital Hall</b></p> <p><b>16 Robert and Marilyn Maytum Music Rehearsal Halls</b></p> <p><b>17 King Concert Hall</b></p> <p><b>18 Michael C. Rockefeller Arts Center</b></p> <p><b>19 Dods Hall</b><br/>Athletics and Recreation</p> <p><b>20 Steele Hall</b> Fieldhouse</p> <p><b>21 Natatorium</b></p> <p><b>22 Williams Center</b><br/>Campus Life Office<br/>Centre Pointe Lounge<br/>Credit Union<br/>Horizon Room<br/>Ticket Office<br/>Tim Hortons<br/>Volunteer Services</p> <p><b>23 University Commons</b><br/>Bookstore<br/>Convenience Store<br/>Cranston Marché<br/>Starbucks Coffee</p> | <p><b>24 LoGrasso Hall</b><br/>Counseling Center<br/>Health Center<br/>International Education</p> <p><b>25 Erie Hall</b></p> <p><b>26 Campus and Community Children's Center</b></p> <p><b>27 University Stadium</b></p> <p><b>28 Park and Ride</b></p> <p><b>29 Administrative Office Complex</b><br/>Environmental<br/>Health and Safety<br/>Mailroom<br/>Property Control<br/>University Services<br/>Vehicles</p> <p><b>30 Services Complex</b><br/>Central Receiving<br/>Facilities Services<br/>FSA Commissary<br/>Garage<br/>Grounds<br/>Maintenance</p> <p><b>31 Lake Shore Savings</b><br/>Clock Tower and Carillon</p> |
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#### RESIDENTIAL

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| <p><b>32 Nixon Hall</b> Residence</p> <p><b>33 Chautauqua Hall</b> Residence</p> <p><b>34 McGinnies Hall</b> Residence<br/>ResNet</p> <p><b>35 University Commons</b> Residence</p> <p><b>36 Alumni Hall</b> Residence</p> | <p><b>37 Gregory Hall</b><br/>Career Development<br/>Faculty Student Association<br/>Residence Life<br/>University Police</p> <p><b>38 Kasling Hall</b> Residence</p> <p><b>39 Grissom Hall</b> Residence</p> <p><b>40 Kirkland Complex</b> Residence</p> <p><b>41 Disney Hall</b> Residence</p> | <p><b>42 Eisenhower Hall</b> Residence</p> <p><b>43 Schulz Hall</b> Residence</p> <p><b>44 Hemingway Hall</b> Residence</p> <p><b>45 Andrews Complex</b> Residence</p> <p><b>46 Hendrix Hall</b> Residence<br/>WNYF-TV</p> <p><b>47 Igoe Hall</b> Residence<br/>Photography Lab</p> | <p><b>48 Village Center</b></p> <p><b>49 Pioneer</b> Residence</p> <p><b>50 Zoar</b> Residence</p> <p><b>51 Barcelona</b> Residence</p> <p><b>52 Holland</b> Residence</p> <p><b>53 Niagara</b> Residence</p> <p><b>54 Letchworth</b> Residence</p> <p><b>55 University Village</b> Residence</p> |
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