

# Universal Design, Flexible Teaching, and Academic Accommodations in Remote Teaching

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- Slides, UDL and Inclusive Teaching Online [https://bit.ly/udl\\_online\\_slides](https://bit.ly/udl_online_slides)
- Slides, Flexible Learning and Academic Accommodations: [https://bit.ly/flex\\_learning\\_accommodations](https://bit.ly/flex_learning_accommodations)
- Videos and session materials from past workshops

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## Inclusive Teaching Links

- [Remote Teaching Resources: Accessibility and Inclusive Teaching](#)
- [Remote Teaching Resources: Student Wellbeing](#)
- [Tips and strategies for delivering accessible online education](#)
- [Inclusive teaching resources](#)
- [Ryerson supported technology](#)
- [Upcoming workshops and events](#)
- [Videos and session materials from past workshops](#)

## How to build community online

- [Adding a profile picture in Google](#)



- [Open educational resources for online community-building](#): Each of these resources includes a video either demonstrating or describing the activity or exercise for community-building. They've also included descriptive text, slides you can reuse/adapt where relevant, and links to additional resources.
  - Avoiding teaching to black boxes
    - Ask students to add a profile picture:
      - [Adding a profile picture in Zoom](#)
  - Use profile pictures to engage students:
    - Have them create an avatar with [Bitmoji](#) or a similar app.
    - Ask students to select a new photo periodically. For example, ask students to take a selfie with something related to the day's lecture content
- Break students up into smaller groups for meetings so you can engage with them more directly, and use pre-recorded videos for lecturing to the full class
- Switch some class engagement to asynchronous methods like Google Docs, D2L Discussion boards, or blogs, where students can contribute and interact with each other at any time and without the need for webcams or bandwidth.

## How to record and share video or audio

- You can [record videos and class meetings](#) to the [Zoom Cloud](#). The benefit of using the cloud option is that you can automatically transcribe the audio (see "[Generating captions and transcripts](#)" below). Due to limited cloud storage, we ask that you download the files locally and delete it from the Zoom cloud, after the video and transcription has been processed. To share your recordings with students:
  - Upload the Zoom recording to Google Drive. You can then [share the Google Drive link by email or with D2L Brightspace](#). Videos can be embedded directly into pages on D2L. To embed a video you recorded in Zoom and uploaded to Google Drive:
    - To get the embed code, double click on the video file in Google Drive.
    - When the video opens, click the three dots at the upper right and select "open in new window"
    - When the video opens in a new window, click the three dots in the upper right corner and select embed item
    - Copy the embed code that is generated
    - Open your course in D2L
    - Go to the area in your course where you wish to add the video or media file.
    - Click the Advanced tab
    - Click the Insert icon (should look like a black square with a play symbol)
    - Click Enter Embed Code
    - Paste in the code you copied from Google Drive, then click Next
    - Click Insert

- Click Publish
    - You can also host videos on [Ryecast](#), the university's media platform managed by CCS.
- You can also [record class meetings using Google Meet](#). A recording of your meeting and a transcript file of the chat will be saved to your Google Drive.
  - [Change the layout of meeting participants](#)
  - [Filter out non-speaking background noise](#)
- Other options for creating short video recordings and slide presentations:
  - Mac users can make use of two tools included with MacOS X for easily recording lecture slide presentations with voice over: the [MacOS Built-In Screen Recorder and QuickTime Player](#)
  - Windows and Mac users can [record a PowerPoint presentation with narration](#) and slide timing in Office 365.
- Video can be more than just your voice over presentation slides. Another effective way to use video is to demonstrate a skill or activity to your students. [Create effective tutorial or demo videos](#).
- If you are interested in [editing your videos](#), we have some recommended tips and tools that you can try.
- If you are interested in capturing just your audio in order to create a podcast, we have a set of [tips for how to plan, create, and share your recordings](#).
- If you are interested in upgrading your equipment at home to capture better sound or video, we have [suggestions for equipment](#) that you can consider buying.

## How to generate captions and transcripts

- Meetings recorded to the [Zoom Cloud](#) are automatically transcribed. Zoom transcripts of audio and chats can even be edited and reformatted after they have been downloaded. To add captions to your video:
  - Upload the video file (.mp4) and the captions file (.vtt) to Google Drive.
  - Double click on the video in Google Drive to launch it.
  - When the video opens, click the three dots at the upper right.
  - Select "Manage Caption Tracks"
  - Click "Add New Caption Tracks"
  - Locate the .vtt file in your Google Drive and select it.
  - Click "Upload"
  - [Additional information on uploading recordings of Zoom calls](#).
- Other captioning options:
  - [Add captions to a Google Hangouts meeting](#) (live captioning only, no transcript)
  - [Present Google Slides with captions](#) (live captioning only, no transcript)
  - [Caption videos in YouTube](#) and [create a transcript from your YouTube video](#)
  - [Add captions or subtitles in PowerPoint](#) (get the latest [Office 365 for Education for free](#)) while you record your screen (with Zoom or Google Meet)



- [Type with your voice in Google Docs or Google Slides speaker notes](#)
- If you have a student with an accommodation that needs course material to be captioned, please contact the Library ([kdermody@ryerson.ca](mailto:kdermody@ryerson.ca))

## How ensure course content is in accessible formats

- Save files in two formats, the original format, and an accessible, mobile-friendly format such as PDF.
- [Ensure documents are accessible](#) with features such as heading, contrasting colours, and alternate text.
- [Accessible format services from the Library](#)

## How to create accessible slides

- Each slide should have a clear and important purpose
- Slides should support comprehension, not substitute for a verbal presentation
- Slides should have clear, meaningful titles
- Break detailed content up into multiple slides, note when slides don't stand alone, for example by having "(cont.)" or "2 of 2" in the title or footer.
- Use high quality images
- Use [high contrast colours](#) to distinguish text and background
- Don't use colour to convey meaning, as this can be problematic for colour blind users (view your slides in grayscale to see if they are still legible)
- Choose a big sans-serif font (use as big a font as possible, at least 18pts or larger). Recommended fonts include Verdana, Lucinda, Arial, Calibri, and Tahoma.
- For emphasis, use italics rather than underlining to help with legibility
- Use a widescreen layout (16:9) for students using mobile devices
  - [Choose widescreen layout in Google Slides](#)
  - [Choose widescreen layout in PowerPoint](#)
- Leave a border so that there is space for captions or for your floating head in a Zoom presentation
- Test your sound, video, and embedded content before sharing
- Tech for Teaching: [Accessible Blue Templates](#)

## How to assist students with limited bandwidth or access to technology

- [Assisting students with limited bandwidth or access to technology](#)
- [Give your class a survey about their access to technology](#)
- [Library resources: Laptop and internet hotspot lending](#)



- Reduce file sizes where possible:
  - [Reduce Word Doc file size in Microsoft Office](#)
  - [Reduce PDF file size in Adobe Acrobat](#)
  - [Reduce video file size in Handbrake](#)
  - [Reduce image sizes using free online tools](#)

## How to manage discussion in large classes

- Break students up into smaller groups for meetings so you can engage with them more directly, and use pre-recorded videos for lecturing to the full class. [Breakout rooms](#) can be created automatically during the session or manually created by the instructor ahead of time.
- If you have access to a TA/GA, ask them to manage the group chat and feed you questions and comments from students
- For large classes where breakout rooms or group chat becomes too much to manage, [utilize the polling](#) feature in Zoom. You can also use the same polling software you would have used in a face-to-face class, like Kahoot or Mentimeter, however keep in mind students will need to access two programs at once.
- Use the chat function in Zoom to ask multiple choice questions and have students answer with A, B, or C etc. This will be easier to scan visually than text answers.
- Let students know that you will review text chat questions and comments at specific times in your presentation so that you don't have to keep an eye on them as you speak. This can be at the end of specific sections of content. A slide that says "Questions?" can provide consistency to students and guide the timing of their contributions.
- Let students know you will review the chat transcript after class and respond to any unresolved questions via D2L or in a Google Doc. Do not share full chat transcripts with students, as there can be private questions sent only to the instructor included.

## How to use whiteboards and annotations

- [Use a whiteboard](#) or [annotate slides](#) in Zoom
  - "Students and instructors can write on the whiteboard or annotate slides or work that is displayed (for example, in studio critiques). Annotations can be saved."
  - Connecting a tablet or stylus can make using the whiteboard easier.
- Other whiteboard or collaborative drawing options:
  - [Google Jamboard](#)
  - [Google Drawings](#)

## How to create flexible assessments

- [Designing take home exams](#)



- [Rethinking your final assessments](#)
- Suggestions for creating [flexible assessments](#):
  - **Choice of assessment format:** “Give options for the format for each assignment so students can choose what works best for them. For example, a reflective paper, a research paper, a presentation that could be recorded, or a visual/art project.”
  - **Flexible due dates:** “The key is to give a range of due dates, e.g. an assignment can be submitted anytime between November 5 to 12. This enables students to manage/organize their own time and gives the instructor clear dates to work with to plan their workload as well. This strategy also works with scaffolded assignments.”
  - **Choice of timing:** “Students get a choice of two dates to do their group presentation so they can choose a less busy time for their program”
  - **Choosing weights for assessments:** “I did a project this year that offered students the possibility of choosing the weight applied to two different components (written and creative) based on their proposal and the scope of the intended work. I allowed them to choose up to a 70/30 split. Most preferred 60/40 toward the creative elements. There were a few students that were less creatively inclined that proposed major research projects supported by a smaller creative component.” You can also give students the option of reweighting their assessments at the end of the term to favour the ones they did best on. In D2L, use [grade categories](#), the “exempt” option, and/or the “final adjusted grade” grade item in the grades tool can help with customizing the weight of assessments
  - **Dropping the lowest grade:** If you are giving a few quizzes, you can be flexible by dropping the lowest quiz. Not much difference in mark averages. D2L can do this for you.” Grades > Quizzes > Grading Weight > select “1” for number of lowest non-bonus items to drop for each user
  - **Allowing multiple attempts:** You can allow students to attempt D2L Quizzes multiple times and even choose what attempt will be used for grading.
  - **Allowing students to review or return to questions:** You can set the test to allow students to see all questions, or to go back to previous questions; this encourages students to work through a test according to their own test-taking strategies, such as answering questions they know first and reviewing their answers before submitting.

## How to recommend that students seek support

- If you have a student that you think could use more support, you can refer them to [Academic Accommodation Support](#). You can say something like “I’m noticing that you might benefit from a little bit more support on campus. You might want to explore what options are available with Academic Accommodation Support” and refer them to the website. Students can schedule a consultation, find out how to get assessed for an accommodation or get referrals to the Counseling Centre, the Writing Centre, or other Student Services.

