

## Summer Camp for Moving Online: Designing for Accessibility 6/26/2020

### Q&A

Q: While attending all week, I have noticed that it takes 3 people to present to a large live audience (one to speak, one to look at chat, and one to actively respond to the Q&A and flag questions for live response). If we (faculty) are going to teach to a live (potentially large 60-100) audience, how do we go about managing the chat and Q&A while also presenting our material?

A: The Q&A does not exist in a regular Zoom meeting room. You would only have chat to monitor. You will have to set clear guidelines on how you want students to ask questions or make comments in the chat so they do not get lost. Some faculty choose to turn chat off completely and only take questions over audio. Here are some additional tips and tricks for teaching through Zoom:

<https://zoom.us/docs/doc/Tips%20and%20Tricks%20for%20Teachers%20Educating%20on%20Zoom.pdf>

Q: What do you mean tables are not used for design?

A: Tables in Word or PowerPoint need to have a header row set. Sometimes that information can be presented in a better format than using a table.

Q: Are there student privacy concerns associated with recording a synchronous class session?

A: If you hold synchronous class sessions, you must record for those students that are not able to attend. This is the standard practice. With storing this video in Knowmia, the students will not be able to download or modify these videos. They also must log in with SIUE credentials to view them.

Q: Related to Dan's question: if recording sessions that involve students, do you need to announce or let students know the session is being recorded each time?

A: live answered

Q: In TechSmith, are there settings that help with the initial 3-7 seconds, <100 character requirements? I'm not sure why that isn't automated.

A: live answered

Q: When designing for accessibility, what is the hardware and software can we can assume that the students have?

A: Download Alternative Content Formats: <https://kb.siue.edu/81213>

Thank you all for your work this week!

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A: live answered

## Chat

- 00:28:53 Laura Million: TechSmith Knowmia Add and Edit Caption: <https://kb.siu.edu/94007>
- 00:29:27 Laura Million: Ally Overview: <https://kb.siu.edu/81214>
- 00:29:42 Laura Million: Download Alternative Content Formats: <https://kb.siu.edu/81213>
- 00:31:32 Laura Million: IDLT upcoming programs, self-paced courses, and webinar Archives: <https://www.siu.edu/its/idlt/programs/index.shtml>
- 00:31:52 Laura Million: IDLT: <https://www.siu.edu/its/idlt/>
- Teaching Tool Kit: <https://www.siu.edu/its/idlt/toolkit.shtml>
- 00:33:41 Erik Meade: So a couple of years ago I spent some time in the literature and became pretty convince that, outside of “education industry” hype there is little evidence that would support focusing on “learning styles.” As a method of improving learning. Am I missing something?
- 00:33:58 Erik Meade: <https://www.sciencedaily.com/releases/2017/05/170511095045.htm>
- 00:34:08 Erik Meade: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4678182/>
- 00:34:31 Erik Meade: <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1365-2923.2012.04273.x>
- 00:34:42 Erik Meade: etc.
- 00:38:30 Erik Meade: Thank you for your response. I find it confusing, though. If individual students are able to learn from different modalities, why is it important to provide a smorgasbord for all activities?
- 00:40:39 Jennifer Albat: <http://udlguidelines.cast.org/>
- 00:42:55 Steve Tamari: Erik, my guess is that there may be some debate about learning styles. My experience as a learner, as an educator, and as a parent is that people do learn in different ways. I don't think we need scientists to prove that one way or another.
- 00:43:03 Laura Million: Schedule a consultation with an Instructional Designer: [https://siue.co1.qualtrics.com/jfe/form/SV\\_a8X75Taz28OlzHv](https://siue.co1.qualtrics.com/jfe/form/SV_a8X75Taz28OlzHv)
- 00:43:41 Wayne Nelson: Erik - I taught educational psych for years and totally agree with you. Learning Styles is a deficit model, proposing that learners can't
- 00:43:55 Gloria Sweida: Thank you!
- 00:43:56 Alicia Canterbury: Thank you.
- 00:44:06 Steve Tamari: Thanks!
- 00:44:17 Wayne Nelson: Can't employ certain channels. It's really about preference, not deficits
- 00:44:19 Dan Segrist: Thank you!
- 00:44:35 Nancy Lutz: Great series this week. Thank you!

00:44:38 Barbara Nwacha: thanks

00:46:41 Laura Million: Download Alternative Content Formats: <https://kb.siu.edu/81213>

00:48:26 Laura Million: IDLT upcoming programs, self-paced courses, and webinar Archives:  
<https://www.siu.edu/its/idlt/programs/index.shtml>