

Accessible Remote Teaching and Learning Guidelinesⁱ

Lecture Based considerations:

- Use of apps to generate transcripts from audio when recording or livestreaming
- Rotate an assigned student to take notes for the class, this will help others focus while one person documents. This can be done in Google docs or similar platforms
- Discussion boards, small group discussions with report-backs, small groups with text chains and report backs

Discussion Based considerations:

- Options for students to participate in real time as well as set times for posting
 - Discussion boards with pre-set questions set to release at the specific times
- Sorting students into groups and using email or text; then report back in a shared document or on a discussion board. (platforms such as Google Docs)
- Allow extra time for completing discussions and assignments even though students are at home disability or acute or chronic illness may impact learning experience
- Credit for discussion if lecture notes or critical discussion questions are submitted
- Not penalize students for spelling or grammatical mistakes due to extra cognitive load

General Considerations:

- Check internet connection availability and available technology with students
- Closed captioning or transcripts when using videos
- Reduce screen time by offering alternative materials or voice only calls
- Accessible documents: sans serif font size 11 or 12, use of white space and line spacing
- Offer choice and alternate formats for projects, assignments, reflections etc.
- Build in elements of connection to counteract social isolation
- Encourage students to check in on each other

Please contact Blundon@mun.ca for additional information or support

ⁱ Material informed by Aimi Hamraie prepared by the Blundon Centre