



CLASSROOM ACCESSIBILITY

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AGENDA

Scaffolding

Grading Rubrics

Group Work

iClicker

DRC & UDL

SCAFFOLDING

- Break assignments down into smaller, manageable tasks
 - CONS: Requires more time in classroom instruction and grading
 - PROS: Builds student confidence and leads to higher-quality submissions
- Examples:
 - Paper assignment: students first submit a topic; after approval, they submit an outline; after approval, they submit the final paper
 - Reading a journal article: first teach students how to find journal articles using library databases (or [librarian guest lecture](#)); then teach them [how to read](#); then assign articles
 - Better: use more accessible resources, like [ASA's Contexts magazine](#)

GRADING RUBRICS

- CONS: Requires more up-front work from you
- PROS:
 - Students understand what they need to do for full credit
 - Leads to higher-quality submissions
 - Promotes consistent / fair grading
- More detail = better, but start simple and improve over time
- Helps adjust expectations – these are undergrads w/ limited skillsets!
 - Students need multiple points of exposure and practice to master these skills

GROUP WORK

- PROS:
 - Encourages peer learning and real-world skill building
 - Leads to higher-quality submissions
 - Less grading overall for instructor
- CONS: Student discomfort, potential for unequal participation
 - Always include a peer evaluation element as part of grade!
 - Assign roles & expectations OR make students negotiate among themselves (evaluation rubric)

IClicker

- PROS: automate attendance, polling, and low-stakes quizzes (syncs w/ Canvas)
- CONS: requires phone/computer in class, technology issues, limited question types
 - Potential for student misuse = Student Honor Code violation
- [Center for Teaching Excellence overview](#)
 - Geolocation for attendance
 - Anonymous polling

DRC & UDL

- [Disability Resource Center](#)
 - Accommodations are not automatic! Student initiates letter of accommodation email, student & instructor meet to discuss, negotiate how accommodations will be used in class
- Common Accommodations: Course Access, Assistive Technology, Accommodated Testing
- [G-ATR Portal](#) for Accommodated Test Requests only
 1. Letter of Accommodation approval
 2. Add course test dates so students can submit requests (can be done even if test material not ready)
 3. Approve test requests from students (must be submitted 4 business days in advance)
 4. Upload test file(s) at least 2 business days in advance

DRC & UDL

- Universal Design for Learning
 - Designing courses such that accommodations / alterations don't need to be made
 - Not all students who need / deserve accommodations get them!
- Examples of UDL
 - Provide all students with advance access to syllabus, assignment deadlines, PowerPoints
 - Design tests such that the average student would finish in 50% of the time allotted
 - Develop attendance policies that allow for additional travel time and/or health related absences