



Salisbury
UNIVERSITY

October Edition

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Universal Design for Instruction

Universal Design is not a new term. We have heard it for years as being a standard, especially in architecture. The idea is to plan for the needs of many and not just react to the exception of a few or to individual circumstances. Do you think any more about a building having ramp access? Well maybe, but not as much as in the past, having ramp access to buildings seems more natural now. Expected even. Well, Universal Design for Instruction (UDI) should be the same.

Universal Design for Instruction is based on the premise that we expect our classroom to be diverse – whether by socio-economic status, ethnicity, multiple intelligences, or students with disabilities – physical or learning. As we plan to deliver materials to students, increasingly in online formats, UDI guides us to develop the content to the greatest extent possible by anticipating a variety of needs and abilities (Follette Story, Mueller & Mace, 1998; The Center for Universal Design, 1997; Universal Design for Instruction, McGuire & Scott, 2002). Here are a few tips to keep in mind:

- Use built-in styles and formatting in Word when creating documents. Styles and proper formatting structure convert easily to other formats such as PDF and HTML when needed.

- Use simple tables – create tables to clearly represent information in a uniform structure, such as the course schedule in a syllabus outlining the topics, readings, activities and due dates.
- Provide descriptive labels for hyperlinks. Instead of using the words “click here” or “link to” provide a link with the descriptive words to where the link will go, such as “universal design tips” or “Chapter 5 lecture notes”.
- Provide alternate text and descriptions for images. For non-visual students, assistive technology will read the description of the image, therefore the more articulate the description the better the imagination can conceptualize what cannot be seen naturally.
- When providing documents online, try to place them in PDF or HTML format so that students using assistive technology, such as Kurzweil and Jaws, can effectively access and read the information.
- Provide closed-captioning and or transcripts for online videos. Closed-captioning and transcripts can provide alternatives for students who are unable to hear or view videos.

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Universal Design for Instruction (con't)

After using some of these tips, try out some assistive technology yourself on your own materials. Experience your own materials from the perspective of a student who relies on keyboard controls, that's right – no mouse, to navigate your online course content with WebAnywhere available at <http://webanywhere.cs.washington.edu/>. Learn some of the common keyboard commands then turn off your monitor and remove your mouse and see what it is like to navigate your course content using assistive technology.

References:

- Follette Story, M., Mueller, J.L., & Mace, R.L. (1998). *The universal design file: Designing for people of all ages and abilities*. Raleigh, NC: North Carolina State University, The Center for Universal Design.
- The Center for Universal Design: *Environments and products for all people*. (1997). Raleigh, NC: North Carolina State University, The Center for Universal Design. Retrieved April 4, 2000 from the World Wide Web: <http://www.ncsu.edu/ncsu/design/cud/index.html>.
- Universal Design for Instruction: A Promising New Paradigm for Higher Education*. McGuire, J. & Scott, S. (2002). Center for Dyslexia. Retrieved September 22, 2011 from the World Wide Web: <http://dyslexia.mtsu.edu/modules/articles/displayarticle.jsp?id=48>.

October's Tech Tuesday – Universal Design



Join us on Tuesday, October 25 at 12 PM in TE 213F as we discuss and share strategies for developing course materials with Universal Design for Instruction in mind. We will explore the various principles of Universal Design for Instruction; learn about the various resources available to you as a faculty member within the Faculty Development Studio and converse with Mrs. Nikki Dyer about more myths of our students with disabilities.

Adding Users to Your MyClasses Course

Have a student who just added your course? Need a colleague added to your course as a Co-Instructor or Teaching Assistant? You don't need to contact ID&D to have them added to your course. Faculty can add users* to their courses using the following instructions:

1. Select Users and Groups under Course Management.
2. Select Users and then click Find Users to Enroll.
3. Click Browse and then search on his last name to find her account.
4. Select the checkbox in front of her name and click Submit.
5. Change their access to Teaching Assistant and click Submit.

***Note: Not all users have an account in MyClasses, if you are trying to add a user and the person does not exist, contact the ID&D office to have the person's account created and added to your course.**

Instructor	Access to all areas of the course to develop, teach, manage and facilitate the course.
Student	Participant in the course with use of tools and content as provided by the instructor.
Course Builder	Similar to an instructor with access to create and development materials for the course but without access to Student Grades. Role typically used by ID&D staff to assist faculty with courses.
Teaching Assistant	Similar to an instructor with access to the majority of the course to develop, teach, manage and facilitate the course. Names of teaching assistants are not listed as instructors for the course.
Grader	Assist the instructor in the creation, management and delivery and grading of assignments, assessments and surveys. Typically does not create content but has access to the Grade Center.

Extending the Conversation on the Diverse Classroom

With the rush of the semester ahead of us and before the earth shook beneath our feet, faculty gathered together at our annual Faculty Development Day to converse and strategize about the diverse classroom in which we teach. Concurrent presentations by our own Mrs. Nikki Dyer, Disabilities Coordinator; Dr. Nicole Munday, Director of the University Writing Center; and Dr. Brian Stiegler, Director of the Center for International Education were outstanding – providing for great conversation and practical strategies. The problem? Faculty could only attend one of these presentations. So, to extend the conversation, Instructional Design & Delivery has invited each presenter over the next three months to share highlights from their presentations. Our first guest – Mrs. Nikki Dyer.

Dispelling Some Myths Related to Students with Disabilities

By Nikki Dyer, Coordinator, Student Disability Support Services

Across the country, more students with disabilities are attending colleges and universities, than ever before. In turn, the number of students with disabilities enrolling at Salisbury University has increased and this trend is anticipated to continue into the future. Whether or not faculty and staff have worked with students with disabilities in the past, they may naturally have questions regarding this population of students. As a beginning step towards learning more about students with disabilities, it is important to explore some “myths” and “realities” related to them and to the nature of academic accommodations. Below are some of the most common:

Myth #1: Students with disabilities are admitted to the University using different criteria.

Reality: Regardless of whether or not a student has a disability, of any kind, their application for admission is held to consistent standards for admission. Admission standards are held in place not as a means by which to be exclusive, but to make sure that those applicants which are admitted have the capacity to be successful here at the University. Given such, admissions standards are held steady “across the board” for our prospective students’ benefit.

Myth #2: In order to avoid lawsuits, college students with disabilities should be “pushed through” courses and academic programs.

Reality: Because disability-related accommodations are designed to “level the playing field” for students with disabilities, with their accommodations in place, they should be held to the same intended learning outcomes, grading scales, and personal conduct standards as other students. If students with or without disabilities fail to perform satisfactorily in a course, they all have an equal right to fail that course. With their academic accommodations in place, a student with a disability has an equal opportunity (and right) to earn any grade in a course – be it an A, and F, or any grade “in between”.

Myth #3: It is discriminatory to deny a student with a disability admission to an academic program.

Reality: It is not discriminatory to deny a student with a disability admission to an academic program, given that the student at hand failed to meet the necessary admission criteria for the academic program. On the other hand, if a student with a disability, who did meet academic program admission criteria, was denied admission to that program solely based on their having a disability, such would be discriminatory. What is important to consider in establishing academic program admission criteria are the “technical standards” of that academic program.

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By “technical standards” we mean, the necessary knowledge, skills and abilities, which are absolutely essential for all admitted students to demonstrate, as related to their capacity for carrying out the necessary tasks associated with that program.

Myth #4: Students with disabilities should be included in all aspects of University life, out of pity.

Reality: All of our students, those with and without disabilities, should have access to all aspects of university life, out of our University’s common goal of fostering the education and personal growth and development of our student body. Students with disabilities should not be pitied but should be respected, just as we respect all of our students. When we treat members of our communities with pity, we run the risk of treating them as if they are “less than others”. Empathizing with all of our students is different than pitying them and by having empathy for others, we can better meet their needs, without belittling them.

Myth #5: Students with disabilities, who receive accommodations, are given an unfair advantage over students who do not receive accommodations.

Reality: As was mentioned previously in this article, academic accommodations are designed to “level the playing field” for students with disabilities. The appropriateness of academic accommodations, in the postsecondary educational environment, is based upon what functional limitations are posed by a student’s disability and upon what modifications in the learning environment can be made, which do not alter the fundamental nature of that learning environment. So that all students meet their educational needs in such a way that best ensures their success beyond their college careers, academic accommodations are designed not to alter the fundamental nature of courses, compromise the integrity of academic programs, or alter the fundamental nature of evaluation criteria. In turn, because academic accommodations do not alter the fundamental nature of the college learning environment, students who receive them not given an unfair advantage, but are given access to what our learning environment has to offer.

Winter and Spring 2012 MyClasses Course Request Deadline

Faculty can start requesting their MyClasses courses for the Winter and Spring 2012 semesters by completing the online course request form at <http://www.salisbury.edu/instructionaldesign/cms/courserequest.html> by the following deadlines:

- Winter 2011 Deadline: December 19, 2011
- Spring 2011 Deadline: January 17, 2012



What happens if you miss the deadline? We will still create the courses, but will have a waiting period of about three to seven days after the beginning of the semester.

Clicker Adoption Forms are Due BEFORE December 1st!

If you plan on, or are interested in, using clickers in the classroom. Please visit www.salisbury.edu/clickers to fill out the adoption form or email Robin Hoffman at rjhoffman@salisbury.edu with questions!



Student Issues with Assessments in MyClasses

Over the past few weeks, we have heard reports of students experiencing problems while taking assessments in your courses. Students have reported that while taking the test they have:

- Received an Access Denied error and was exited from the assessment.
- Part of the assessment screen froze up and would not let them continue or submit answers.
- Essays or short answer questions would not allow them to type within the text box area.

These reports are true but first and foremost, it is not happening to all students. The problems are happening sporadically with different students on various computers on and off-campus and with different browsers. Each course and each assessment is having success rates in assessment completion. Some assessments have experienced no problems, while others have had several student problems.

Other Universities using Blackboard Learn 9.1 SP6 (the same as our MyClasses) are also reporting these problems. To help us work with Blackboard we are requesting that students report these errors to the IT Helpdesk and provide the following information:

- Name of the test and course in which they are taking the test.
- What question number they were on when they received the Access Denied error or page freezing.
- What browser and version of the browser they were using when taking the test.

In the meantime, ID&D recommends the following:

- When setting up the Test Option, do not use the Force Completion option. While force completion is to ensure that a student must finish a test when the student starts the test; it also prevents the student from re-entering the test during the assessment timeframe. If force completion is off, students who encounter an Access Denied or browser freezing problem can close the browser and then log back into MyClasses and resume the test where they left off.
- Using the timer to establish a time limit for the taking of the assessment. This will ensure students complete the assessment in one sitting as the clock continues to count down even when they close a browser.
- Advise students that as of the latest MyClasses update in August, the assessment will Auto Save answers. Answers are saved approximately 3-5 seconds after the student selects an answer. If MyClasses is auto-saving the student's answer at the same time that the student clicks on a Save Answer button, then duplicate requests are sent to the server which can result in the Access Denied error.

While I am sure this has been frustrating for several of you, ID&D and Blackboard are very aware of this problem. A representative from Blackboard that I spoke with says that "even less than 100% success rate of assessment completion is not acceptable". We will continue to work with Blackboard to resolve this issue.

-Melissa Thomas

Manager, Instructional Design & Delivery

Social Networking in Education

We all live a double life. It's true! When we are at work, we act, talk and socialize differently than in our personal lives. Just think about it for a moment. How do you respond to an email from another professional on campus asking if you are free for a meeting? Then, think about how you would respond to your spouse, best friend or child asking the same of you. It would most likely be a different style of response.

Think of social networking the same way. If you are interested in using the plethora of social networking opportunities online, make sure you separate your professional "online self" from the personal. Things you may post online aren't always the things you would say in front of your class or colleagues. For example, "I had the best pasta dinner with Sally last night...even though she spilled most of hers on her clothes!" There's nothing wrong with that statement. It's quite funny, but do your students need to know that you were out to dinner with Sally? No. Do they care? Most likely not.

This is where online social networking splits, just as our professional and personal lives. If you are interested in participating in Facebook, Twitter and others, do so, but remember to separate yourself. Invite students to follow you from your professional account and post only course-related content and comments. You can easily make a Facebook group page that allows you to invite others to see the content, but you don't have to view their status updates. There are a lot of options when it comes to social networking, so if you want to know more, please let us know and we'll discuss your concerns or questions!



Facebook for Teaching and Learning :
Practical Strategies for Educators
October 12 from 4 – 5:30 PM

An interactive webinar on the fascinating topic of Facebook in Education highlighting practical strategies for educators using across personal, professional and classroom learning environments.

ID&D will be hosting this meeting in TE 213F

Prezi Brown Bag Session

"Prezi is a cloud-based presentation software that opens up a new world between whiteboards and slides. The zoomable canvas makes it fun to explore ideas and the connections between them. The result: visually captivating presentations that lead your audience down a path of discovery. "



Instructional Design & Delivery will be hosting a Brown Bag session on Tuesday, October 11th from 12pm-1pm on "Getting Started with Prezi". If you are interested in learning more about Prezi, or have used it extensively, please try to join us from this session. The first 30 minutes of the meeting will be a show-and-tell of the features and capabilities, then we will discuss the uses of Prezi and how others on campus are bringing their lectures to life using this unique program.

As always, we invite you to bring you lunch and join in on the conversation!

Help Your Students Understand Learning Modules

In order to provide the student with a clean path of navigation, faculty provide all materials for a given unit, chapter or week inside a learning module. Think of a learning module as a book with chapters. You are given (on the left-hand side) a table of contents. You can easily navigate from one item to another inside the learning module by simply clicking on the name of the item in the table of contents. Materials such as powerpoints, video lectures, pdfs, quizzes, tests, discussions, blogs and assignments can be placed in a learning module to complete for that given unit, chapter or week.

To access materials in a learning module:

1. Click on the name of the menu button that directs you to the learning module. Each instructor has the ability to title this button whatever they would like, but most often it is called Learning Modules or Course Content.
2. Once you have click on that button, you will be taken to a screen that lists all the learning modules available to you. Click on the learning module's name to access the content.
3. Once inside the learning module you will see the table of contents and provided materials. The first page you see will be the first item in the table of contents. You can easily navigate to other pages by simply clicking on their name. Remember, faculty may place materials in a module for the week in which it is due, so check the syllabus or weekly outline for more information.

Learning Modules

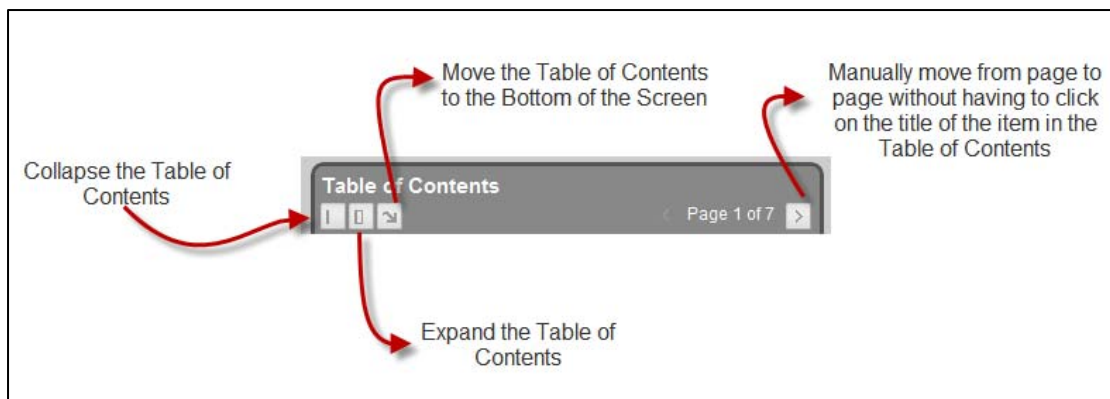
	Week 1- Introduction
	August 29- September 1
	Week 2- Basic Skills / Review
	September 1- September 8
	Week 3-Social Assessment and Generalist Practice
	September 8- September 15
	Week 4- Role Play Videos and Vulnerable Client Groups
	September 15- September 22

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- Week 4 PowerPoint
- Helping Clients Move Towards Change
- Social Assessment Homework Practice
- Solar Skills
- Week 4 Discussion
- Social Worker Interview

HELPFUL TIPS



Drop-In

October

Wednesday, October 12th—9:00am-11:00am
Thursday, October 20th—9:00am-11:00am
Monday, October 24th—2:00pm-4:00pm



Soaring with Online Learning

Instructional Design and Delivery is currently accepting applications for the next cohort of faculty desiring to participate in the Soaring with Online Learning program. This cohort is for faculty who will be developing and delivering courses in Summer 2012 and Fall 2012. The program is split into two groups:

- 10 Faculty participating in developing and delivering an online or hybrid course
- 3 Faculty participating in the delivering of an online or hybrid course

The program will run from **January 4, 2012** through **February 24, 2012**. For more details about the program and for access to the application, please visit <http://www.salisbury.edu/instructionaldesign/onlinelearning/welcome.html>. The application deadline is **November 11, 2011**. If you have any questions, please contact Melissa Thomas at x36510.



Call for Proposals Now Open: 9th Annual Sloan-C Blended Learning Conference and Workshop

The Sloan Consortium invites faculty to submit a proposal to present at the 9th Annual Sloan Consortium Blended Learning Conference and Workshop, "Perfecting the Blend," will be held on April 23-24, 2012 in downtown Milwaukee, Wisconsin, at the Hyatt Regency Milwaukee.

Blended learning has transformed education by taking advantage of the best of face-to-face and online instruction, and it has led us to explore the blending of technologies, programs, student services, and faculty support to facilitate the overall improvement of education. By reflecting on research and addressing the challenges we face, we continuously look to make the learning experience for students better. Through the exploration of blended practice and research, we as educators have identified our strengths as well as the areas that need our attention in order to perfect the blend.

The conference seeks proposals for workshops and presentations that specifically address the many facets of blended learning. Share best practices and persistent challenges in blended learning as they relate to pedagogy, learning activities, instructional design and course development, faculty development and training, student services, accessible learning opportunities, academic planning and strategy, and research through the assessment and evaluation of learning. Proposals must be submitted by October 21, 2011.

To submit a proposal or for additional information on the conference, visit our website at <http://www.sloanconsortium.org/blended>, call (781) 583-7561, or email conference@sloanconsortium.org. Salisbury University has been a subscriber of the Sloan Consortium for over five years and provides resources for faculty provided by Sloan-C at reduced costs. For more information about the resources available for faculty from the Sloan Consortium contact the ID&D staff.

Fall 2011 Workshop Schedule

Unless otherwise noted, all workshops will be presented in the TETC—Room 213G.



SIGN UP ONLINE:

http://www.salisbury.edu/instructionaldesign/prof_dev/

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Workshop	Date	Time
Using Respondus	October 14	10am
Working with Assignments & Groups in MyClasses	October 14	1pm
Getting Started with Panopto	November 11	9am
Creating and Managing Assessments in MyClasses	November 11	1pm
Working with the Grade Center in MyClasses	December 2	9am
Getting Started with Panopto	December 2	1pm

TECH TUESDAYS

Tech Tuesdays are held during the lunch hour once a month. Their purpose is to bring faculty together in a casual setting to discuss the latest technology innovations that can create for a more productive and interactive classroom experience. Bring your lunch and enjoy the conversation! We will be meeting in TETC—Room 213 F (inside the ID&D Suite)

October Tech Tuesday <i>Topic: Universal Design</i>	October 25th	12pm
November Tech Tuesday <i>Topic: Web 2.0 Tools to Use</i>	November 29th	12pm

Teaching & Learning Conference Reminder!

The Faculty Development Committee, in conjunction with Instructional Design and Delivery, is currently accepting proposals for presentations at the second annual Salisbury University Teaching & Learning Conference, to be held on the Salisbury University campus on January 26th, 2012. This conference will bring together teacher-scholars across campus to share and discuss teaching innovations and best practices.



Proposals addressing both discipline-specific and across the curriculum topics are invited. To submit a proposal, please provide the title and a 300-word abstract of your presentation online at: www.salisbury.edu/instructionaldesign/tlc.

The deadline for submissions is **Tuesday, November 15, 2011**. You will be notified on the status of your proposal by **Friday, December 2, 2011**.