

Answering participant questions from the webinar

*I find voice only works fine if I already know the person. Harder when I don't!*

This came up when Jay realized his video had been set to off when he'd meant it to be on. Students have suggested when asked that they do like the personal touch of video occasionally. Consider a welcome note in LEARN using the [Video Note](#) tool.

*What if I am not able to record all my lectures and have them transcribed before hand? What is the best system for captioning quickly throughout the semester?*

In [Virtual Classroom \(Bongo\)](#) you can assign a participant to do it live and then that generates a caption file with the recording. You can also use [MS Stream](#) to produce captions, which is similar to how YouTube does it.

*To add to this conversation: As a TA for a Masters class, I grade discussion posts on the quality, not quantity, but I think one of the most important things is setting that expectation from the beginning. Otherwise students assume posts like "I agree with this" are the standard.*

Right! Having a clear set of expectations, a rubric, even a sample high/medium/low posting would be helpful.

*Do you think that there are differences in tone depending on the class context? Being undergrad vs. graduate, 1st year vs. 4th year, etc?*

We probably can't assume that students in upper years, or in graduate school, have been able to access the accommodations they need, or that we need to be more rigorous or demanding as students move through their degrees. In fact, many students don't ask for help until later in their undergraduate career, and many graduate programs don't have good mechanisms to help students get accommodations. The truth is, even at academic conferences, where professors are talking to professors, the tips we are providing here are useful and important. Our suggestion is to be clear about why your teaching tone and style have been designed accessibly, and then apply this in almost all the teaching and communication you do. This will have a much greater positive impact than you can imagine.

*Is the use of the quiz tool instead of a discussion forum just because it makes them easier to compile? Or so responses remain private? Why not a discussion board?*

For me (Trevor) it's about the privacy of their initial response to a prompt. They don't need to care about polished, proper writing and some stuff might not be something they want all their peers to see (harder to build trust in a larger class). So they are gathering their own initial responses via Quiz (Long Answer format), that they then return to for the take-home final.

One way to still do the least-effort-grading for large classes while also removing barriers is to have that same test, but make it untimed and with a large block for between maybe a week when they can start and finish it, also with flexibility for deadlines. I think so long are rethinking what we are wanting students to take away, and move away from having them memorize content, or automatically assuming students will cheat, allows for flexibility with this.

*How would exam alternatives work in STEM courses?*

See the CTE webinar [Beyond the Final Exam](#) for ideas

*Giving everyone students' accommodations aren't always taken well for everyone. It deals with competition and other issues. Some individuals have time and a half and double time that allows them to have the same opportunity as others, but equality versus equity versus justice is another issue to consider, and thus for someone who takes longer and has extra time, that competition can be compromised if everyone has the same amount of time. Removing the barrier of time is ideal, but if that isn't done, many accommodation-users don't feel it's fair to share their accommodation.*

That is certainly something to think about when making general, blanket time cushions for example rather than individual extra time. Typically the 20 mins per hour, 30 mins per hour, 60 mins per hour extra time recommendations have a basis in processing speed or anxiety disorders, for example, and those who do not face these particular barriers could be said to have an unfair advantage if they also get the same extra time. So, as you consider how to design universally, keep that in mind. Trevor's approach to the archive assignment seems to mitigate various unnecessary pressures and those who get finished fast simply leave sooner. But that situation is not a high-stakes exam.

*Will the google doc stay live? Are you going to send an email afterwards with a way for us to access the Google Doc?*

It will for now. [Here you go!](#)

*Can other software e.g. PowerPoint generate the notes during the live session?*

Automatic captioning is currently only something done in Teams, as far as supported software goes. Live captioning can be turned on in Virtual Classroom and WebEx but someone needs to be assigned to type as a session is happening. Check this space for further options after an upcoming eCampus Ontario announcement mid-August.