CUADS TIP SHEET

TO IMPLEMENT UNIVERSAL DESIGN PRINCIPLES WITH ONLINE TEACHING/ LEARNING MATERIALS

Inspiring excellence, transforming lives through quality, impact, and care.

VISION **130**
Renew and Reimagine for 2034

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

UFS
CENTRE FOR UNIVERSAL
ACCESS AND DISABILITY
SUPPORT (CUADS)

TIPS REGARDING THE COMPILATION AND CONVERSION OF DOCUMENTS:

- A plain, typed Word document in Times New Roman or Arial 12pt font works best and is more flexible for individual adaptations.

- For the professional conversion of material, contact sisingme@ufs.ac.za or vorstera@ufs.ac.za.

- Take note that the conversion of documents (into E–text, Braille or audio) takes time, with the turnaround time being approximately a week to two.

- Remove all visual elements such as graphs, pictures and images. Whenever there is an image or graph that communicates something specific, give a description of it or what it is you actually want to say with the graph or image.

- When there is a loose–standing quote, indicate it as a quote.

- Activities can just be listed as questions without a space to provide answers.

- If PDF documents are used, they must not be saved in JPEG or image format, to enable screen–reading software. Avoid scanned PDF documents as far as possible, else the conversion process is applicable.

- Avoid lots of dense text – use paragraphs, headings, sub–headings and bullet points.

- For online tests, ensure the tests are not blocking the use of shortcut keys on keyboards, else screen–reading software cannot function (this might be the settings in the ambit of ICT).

- Also provide question papers in audio format, i.e. podcasts.

Zoom:
https://support.zoom.us/hc/en-us/articles/207279736-Getting-started-with-closed-captioning

### Microsoft Teams:
https://support.office.com/en-us/article/use-live-captions-in-a-teams-meeting-4be2d304-f675-4b57-8347-cbd000a21260

TIPS FOR VIDEOS AND ONLINE LECTURES:

- Encourage individual tutoring between students and their tutors to continue via email or WhatsApp. In this way one can pick up on information that is "lacking" for the students from the video recording by having the student indicate what they do not understand from the videos. The tutor can then focus on this.

- Another option is to have a transcription done of the video recording, focused on explaining concepts without visual information. Describe what you are saying in writing.

- From the onset, when a video recording is done, make sure to focus on explaining all visual information as well.

- Include captioning in all videos.

- Provide a clear overview of what will be covered, preferably as a hand–out, highlighting the main arguments, key concepts and new or difficult vocabulary.

- When introducing a new theme or concept, clarify the new language and provide as many concrete examples as possible.

- Students who prefer a Sign Language interpretation of any material will request the service via Interpreter Services and lecturers will be contacted directly to arrange for a video recording of the interpretation to be sent to the student. Interpreter Services can be contacted through myburghj2@ufs.ac.za or morrisoncy@ufs.ac.za.

- Online meeting platforms for lectures, such as Zoom and MS Teams, allow a speech–to–text option (captioning), and lectures can also be saved for future use. This allows students with hearing impairments to be included, and assists with note–taking. See the links below on how to enable these functions. The built–in live captioning works reasonably well, but it will never be 100% accurate due to South African accents. Zoom also has the option for the video author to add their own captions.
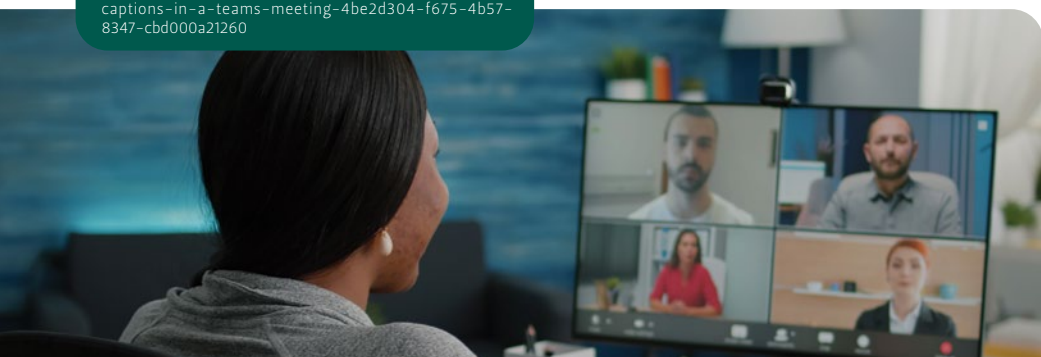
CONSULT THIS CHECKLIST FOR ONLINE LECTURES/SESSIONS:

Use a headset with a microphone or lapel microphone.

Mute your microphone when others are talking.

Make sure your whole face is well lit and showing on the screen.

Tell the group about the different viewing modes and let them find what works best for their needs.

Use the chat box if someone is having trouble understanding a particular word or sentence.

Remember to speak slowly and don't change topics quickly.

Switch on "Nonverbal Feedback" and use extra features such as "raise hand".

Have a clear leader or facilitator who is responsible for checking that everyone is on the same page.

TIPS WHEN CREATING PODCASTS:

- As much as podcasts assist the bigger student population, when including students with learning difficulties they must always be accompanied by transcriptions.

- Describe all visual information clearly when referring to graphs or images in textbooks, for example.

- Provide a clear overview of what will be covered, preferably as a hand-out, highlighting the main arguments, key concepts and new or difficult vocabulary.

- When introducing a new theme or concept, clarify the new language and provide as many concrete examples as possible.

⊕ ADDITIONAL TIPS:

- There are students who might be granted extra time for tests and exams. Ensure that they are accommodated with online assessments. Extra time is currently administrated by Student Counselling and Development (scd@ufs.ac.za).

- Be aware that there are also students who make use of human support to read and write for them, so you need to be flexible with submission dates and deadlines. Note that some students might not have the required human support and might require some leniency towards spelling.

- Use a variety of means for presenting information, e.g. videos, flow charts, diagrams, etc. and provide descriptions of these in writing so that note taking is reduced.

- Start the lecture by reviewing the previous one and providing overviews of the main topics and structure of the previous one.

- Break information down if task details are long.

- Provide instructions in written format as well, and give assignment deadlines well in advance.

- E-tutoring access is to be done in writing and audio or video.

- Online Write Site consultations are to be done in writing and audio or video.

- There are different options available for submitting assignments, tests and exams.

- Adopt a mindful approach to the student cohort being taught, and offer different ways of accessing material.

REMEMBER: It is important to be flexible and to communicate with students throughout the process.

LOOK OUT FOR OUR OTHER TIP SHEETS ON TOPICS SUCH AS:

- Visual Impairments
- Hearing Impairments
- Physical Impairments
- Concessions Guide for UFS Students
- CUADS information leaflet
- Learning Difficulties

KEEP IN TOUCH

We aim to provide holistic support to UFS students with disabilities, and pride ourselves on being accessible to our students and other university stakeholders.

You can reach the Centre for Universal Access and Disability Support (CUADS) on any of the following platforms:

VISIT US ON YOUR CAMPUS

- **Bloemfontein Campus (BFN):**
  Level 2, Sasol Library (next to the Johannes Stegmann Art Gallery)

- **South Campus (SC):**
  Room D125, Neville Alexander Library

- **QwaQwa Campus (QQ):**
  Room 2013, Intsika Building

CALL US

+27 51 401 3713 (BFN)
+27 51 505 1355 (SC)
+27 58 721 5189 (QQ)

SEND US AN EMAIL

cuads@ufs.ac.za

Facebook

https://web.facebook.com/Centre-for-Universal-Access-and-Disability-Support-UFS-1509109672744423/

Instagram

https://instagram.com/cuads_ufs?utm_medium=copy_link

LinkedIn

https://www.linkedin.com/company/cuads-ufs