

Mindful Online Course Design: A Universal Design Approach to Support Students with Cognitive and Emotional Challenges



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**Distance
Learning**

Agenda

- Why Be Mindful?
- Array of Challenges
- Practical Applications



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Distance Learning

Accessibility Ensures Access

Accessibility removes barriers in whatever form they take:

- Physical
- Sensory
- Cognitive/Emotional
- Technological
- Financial
- Spatial
- Temporal



Main Category of Issues

- Physical
- Sensory
- **Cognitive/Emotional**
- Technological
- Financial
- Spatial
- Temporal



80%
of our student
accommodation
requests are for
Cognitive/Emotional issues.

Our Main Accommodations

UL Lafayette Percentages as of **Fall 2019**:

- ADHD primary diagnosis: 54%
- Psych/Emotional Disability: 22%
- Learning disabilities: 25%

Important to Remember!

Cognitive, learning, and neurological disabilities

Do Not

necessarily affect the intelligence of a person.

Physical Impacts

Effects may impact how well students:

- Hear
- Move
- See
- Speak
- Understand information.

These issues often accompany and compound other accessibility challenges.

Required medication may result in side effect impacts.

Universal Design Approach

Cognitive/Emotional accommodations are most of our requests.

Lack of diagnosis

Disclosure is a choice

**Treat everyone
with kindness
and respect.**

**You have no idea
what battles they
are going through.**



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Array of Cognitive and Emotional Challenges

Emotional/Cognitive Conditions

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder (ASD)
- Intellectual and Learning Disabilities
- Mental Health Disabilities
- Memory Impairments
- Perceptual Disabilities
- Seizure Disorders

Impacts on Participation

The impacts on school, work, and social life can include:

- Difficulty focusing or processing information.
- Feelings of stigma and isolation.
- Absenteeism and missed course time.
- Increased anxiety with large group and social situations.
- Sensitivity to sounds, movement, and change of routine.
- Side effects from necessary medication.

Examples of Barriers (1 of 2)

- Complex navigation interfaces.
- Page layouts that are confusing.
- Moving, blinking, or flickering content.
- Complex sentences that are difficult to read.
- Unusual words, undefined terms, and acronyms.



Examples of Barriers (2 of 2)

- Long passages of text without images or graphs.
- Background audio that cannot be turned off.
- Web browsers and media players that do not provide custom controls.
- Digital media that cannot be interpreted by screen-reader devices.



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Designing for Cognitive & Emotional Disorders

Keep it Simple

- Eliminate unnecessary items.
- Align all elements to course objectives.
- Prioritize information in a logical flow.
- Provide visual space between onscreen elements.

May 22-May 28 (M2)

Module 2: Begin with the End in Mind

In Module 2, you will spend time identifying what students will be able to do when they finish your online class -- you will "begin with the end in mind."

In this module, you will:

1. Examine the "Backward Design Process".
2. Develop and/or critique course learning outcomes.
3. Develop and/or critique module / unit / lesson learning objectives.
4. Develop an assessment plan.



Keep it Consistent (1 of 2)



- Explain what all icons and symbols mean.
- Be consistent with navigation features and icons.
- Establish a style template for all courses



Welcome

Place welcome video or message from instructor here

Start Here

- Module 1
- Module 2
- Module 3
- Module 4
- Module 5
- Module 6
- Module 7
- Module 8
- Module 9
- Module 10
- Module 11
- Module 12
- Module 13
- Module 14
- Module 15

Instructor Information

Your Photo here

Your Name Here

Office Hours:
By appointment

Virtual Office:
Your Handle (skype)
YOU@louisiana.edu (email)

Physical Office:
Dupre Library, Room 126
Lafayette LA, 70504
337-482-XXXX (desk)

Activities

- Checklists
- Choices
- Forums
- Resources

Administration

- Course administration
 - Turn editing on
 - Edit settings
 - Course completion
 - Users

My home > My courses > Miscellaneous > Moodle Layout - UL Theme - HTML

Your progress

Course Number - Name

News forum (Important Course Announcements)

Check this link frequently for course announcements that will also be emailed to you within 30 minutes of being posted.

Q&A Forum (Post Questions about the course here!)

Post all general questions about the course in this forum so all students may have the benefit of viewing the question(s) and instructor response(s). Please limit each post to one topic and check previous posts to ensure your question has not already been asked and answered. If you know the answer to a question and I haven't responded yet, please feel welcome to respond to help your classmate.

All questions regarding personal performance in the class should be sent via email to the instructor. Remember to follow Netiquette rules when posting information.

Getting Started

Day 1 Activities

Click on the link below to view the module objectives and to track your progress in this module. NOTE: The items in this checklist are automatically updated based on the checkboxes located on the front page. There may be a delay of up to 60 seconds between an activity being completed and this checklist being updated.

Objectives and Checklist for Getting Started Module

To accomplish this module's objectives, you will need to complete the following tasks:

- Check Your Browser Compatibility
- Read about Learner Support resources
- Learn About Communicating Online ("Netiquette")
- Read and Electronically Sign the Academic Honesty Policy

-
-
-
-

Module 1

Introduction (Insert Module 1 Topic)

Objectives and Checklist for Module 1

To accomplish this module's objectives, you will need to complete the following tasks:

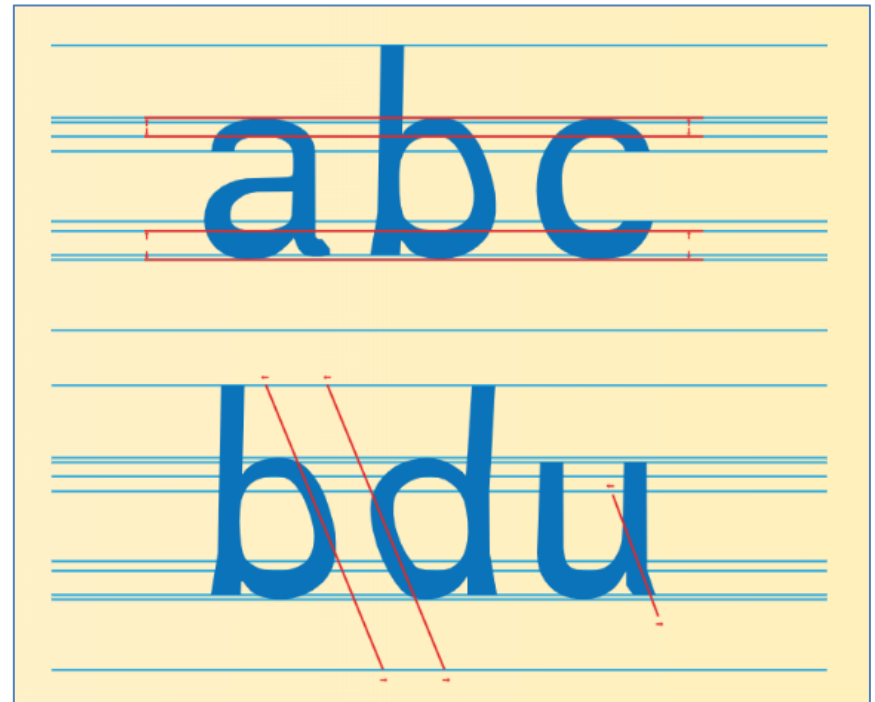
Provide Clear Instructions

- Provide instructions and expectations in clear language.
- Provide rubrics and/or grading guides.
- Create a calendar or reference list.
- Provide a “Course Questions Forum.”



Use Readable Type Options

- Do not use elaborate, decorative fonts or calligraphy scripts.
- Use HTML style headings.
- Consider special typefaces to help those with Dyslexia.



Example of Dyslexie typeface

Reduce Distractions

- Remove any blinking or pulsating items.
- Embed video instead of linking to YouTube.
- Allow students to disable music and sound effects.



Focus Attention on Important Items



- Change images or banner text to attract attention. (use sparingly and with discretion!)
- Use heading levels instead of bold text or highlighting.
- Use text instead of images or color for alerts.

Use Only Accessible Media

Make sure that your:

- Documents are properly formatted.
- Resource Websites use compliant code.
- Images have meaningful ALT text tags.
- 3rd party software and textbooks are accessible.
- Multimedia has captioning and/or transcripts.



Support Memory Skills

- Outlines of important steps
- Opportunities for review and practice
- Multiple media formats
- Mnemonic devices and patterns
- Reflective writing, art, or multimedia.



Reduce Online Proctoring Stress



- Inform students about proctoring dates and costs up front.
- Provide support information
- Ensure that all settings are correct.
- Encourage students to register early and test equipment!

Closing Thoughts

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Thank you for attending!

Please send questions and comments to
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