

Taanshi kiya everyone, I just wanted to reach out and talk a little bit more about inclusive education and how we have the power to create environments that work for all of our learners. As in the unit, you've seen that when we create these kinds of paces, it works for all. It's not just those who require an accommodation. When I'm creating my course and creating the online platform that like Nexus or UMLearn that we're going to use. I think about how best could the learners use this resource? How can I provide space for my learners to be able to acquire the knowledge that I'm hoping that they leave with. When they leave the course. When we receive our accommodation letters from Accessibility Services. They have some common threads to them, regardless of the learner. One of them is around time. So when we think about the purpose of time and the constraints and the due dates that we place, we really have to consider what is it about the time and the timing of that assignment that is so important to us as instructors. And how can we best accommodate our learners? We also have to think about the purpose of exams and testing. Often those who need accommodations require an accommodation to get and receive more time when we're creating our exams and our spaces to have those exams. I think that we really need to look at, well, what are we trying to have the learner demonstrate what is important to us as an educator that they leave with. Is it that they weren't able to rote memorize many of the facts that you've shared with them? Or is it that they're able to utilize the things in which you have taught them. If that'd be the case, that may be designing the exam looks a little bit differently. Maybe it's a take-home exam. Maybe it asks deeper questions. Maybe it isn't about remembering dates or facts, maybe it is using the formulas as opposed to memorizing the formulas. So, when we start thinking about the accommodation letters

that we have received in the past. And then we start to think about, well, how can I do and inclusive design to my course that will just naturally accommodate all these learners. Those are two of the things that I know that I do. I also am very cognizant of the fact that not everyone can take up instruction by just simply reading it and they need to hear it. So, in my platform at both of the institutions I've had the opportunity to teach at. I record videos of me going over the assignments again. Maybe you did do it in class. Maybe you have very clear instructions on the online portal. But some learners, they need time to absorb that. They need to hear it more than once. So, I record it, and I put it in the folder for them to see with the rubric and the instructions. It's these small little things that show that we care to our learners. All of our learners, regardless of the accommodations needed for a few, that will help everyone in your class. Providing your PowerPoints in the portal afterwards or even before, if you can, with the notes already written, that they would've had to take down as quickly as possible. It eliminates the need to have note takers in the class. It eliminates the anxiety that the students might be feeling that they won't be able to capture everything that is important from the lecture. It is these small things that we can do that again help all of our learners. I'm hopeful that you'll look into your practice and look at what it is that you're already doing and what is already being reported to you from Accessibility Services as things that need to be addressed and try to address them for all learners, not just a few who have letters. Kawaapamitin mina! I hope to see you soon.