
“Redesign or Accommodation?” | Activity Scenarios

SCENARIO 1: COURSE READING MATERIALS (COURSE PACK & E-TEXTBOOK)

Petra has taken over the teaching responsibilities for a second-year history course. The required materials for the course include:

1. A substantial course pack of readings – primarily journal articles and selected chapters from an out-of-print textbook.

The previous instructor developed the course pack and had provided the college’s print-shop with photocopies he had made of the selected articles and chapters. Students who register for this course purchase a copy of the course pack from the college’s bookstore at the beginning of term.

2. An e-textbook that includes more reading materials plus an extensive set of quizzes. Students pay the publisher directly to gain access to their e-textbook and its ancillary resources.
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DISCUSS:

1. Could any of these required course materials present possible barriers for you (your Persona)?
2. If so, will you require an accommodation through the college’s disability services (and do you qualify)?

OR

Could those barriers be addressed through a “redesign” of any of the required course materials?

SCENARIO 2: VIDEOS IN A COURSE

Paula is teaching a survey course in political science. To supplement the course readings and help her students see what some of the course concepts look like in practice, Paula has begun to include short videos of current events and political cases in her classes. She has found most of these videos online, sourced from national news sites and YouTube. Paula’s primary concern when selecting them for inclusion in her course is that they support the theory and concepts her students are currently studying.

The class meets twice a week and Paula usually begins each class by showing at least one of the videos she has found as a means of kick-starting class discussions about the ideas that the video helps illustrate.

DISCUSS:

1. Could these video materials present possible barriers for you (your Persona)?
2. If so, will you require an accommodation through the college’s disability services (and do you qualify)?

OR

Could those barriers be addressed through a “redesign” of any of the course components?

SCENARIO 3: TIME-BASED ASSESSMENT

Simon teaches a 13-week blended or “flipped” course in Business Administration. Simon wants his students to come to the weekly, in-class portion of the course prepared to participate in discussions and case-study activities, so he assigns contextual readings and online videos that he expects students to complete prior to class. To encourage students to take their preparation seriously, Simon has set-up weekly online quizzes in his LMS-based course site.

There are 12 quizzes and they are worth 20% of the course grade; students are required to complete each weekly quiz prior to coming to class. Quizzes generally consist of 20 multiple-choice-type questions and Simon has set them up so students’ time to complete is limited to 45 minutes.

DISCUSS:

1. Could this method/format of assessment present possible barriers for you (your Persona)?
2. If so, will you require an accommodation through the college’s disability services (and do you qualify)?

OR

Could those barriers be addressed through a “redesign” of any of the course components?