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Understanding and Achieving Accessible Instruction in Higher Education
 April 10th, 2014

Attendance

Seventy-five individuals attended the lecture and 53 completed evaluations.

- Of those who completed evaluations, 36 (67.9%) identified as faculty, four (7.5%) as administrators, six (11.3%) as staff, two (3.8%) as visiting scientists, one (1.9%) as a post doc, one (1.9%) as a pharmacy rotation student, one (1.9%) as both a staff member and a student, and two (3.8%) did not respond to the question. .

Quantitative Results from the Evaluation Form

I will be able to use the information that I learned today in my work at NDSU.

	Frequency	Percent	Cumulative Percent
Agree	10	18.9	18.9
Strongly Agree	41	77.4	96.2
5.00	2	3.8	100.0
Total	53	100.0	

My understanding of the fundamental principles of creating accessible learning environments has increased as a result of attending this lecture.

	Frequency	Percent	Cumulative Percent
Agree	11	20.8	20.8
Strongly Agree	41	77.4	98.1
N/A	1	1.9	100.0
Total	53	100.0	

I will be able to implement new strategies for working with students with disabilities as a result of my attendance at this lecture.

	Frequency	Percent	Cumulative Percent
Disagree	1	1.9	1.9
Agree	18	34.0	36.5
Strongly Agree	31	58.5	96.2
N/A	2	3.8	100.0
Missing Data	1	1.9	
Total	53	100.0	

I would recommend this lecture to others.

	Frequency	Percent	Cumulative Percent
Agree	5	9.4	9.4
Strongly Agree	47	88.7	98.1
N/A	1	1.9	100.0
Total	53	100.0	

How would you rate the overall quality of this lecture?

	Frequency	Percent	Cumulative Percent
Average	3	5.7	5.8
Above Average	9	17.0	23.1
Excellent	40	75.5	100.0
Missing Data	1	1.9	
Total	53	100.0	

Qualitative Results from the Evaluation Form

1. What questions do you still have after attending this lecture about working with students with disabilities? Please list any areas that you would like to receive additional information about or that need further clarification.
 - I can't think of anything.
 - I think I'd like training on tools and information about which tools don't work. I've used Google Docs, for instance, and I'm wondering why that is considered an inaccessible tool and in what context.
 - I think just having an open assistance policy to help instructors accommodate as necessary.
 - Opportunity to ask questions was available – none.
 - Excellent presentation; very thought provoking.
 - How do we interface with the Office for Disabilities in a way that is more productive for our students? How do we accommodate students who have not been “tested” for a disability?
 - No.
 - Students who are elderly than the conventional students: their perception/outlook are [illegible].
 - Tied more specifically to what resources NDSU has – this will be on me to explore.

2. What do you think were the most helpful or valuable aspects of the lecture you attended today?
 - Diverse, open perspective. Made me think in a new/different way.
 - The multiple ways to help people learn.
 - Just hearing his examples of solving the learning problems and thinking creatively through accommodation. Quite inspiring.
 - Encouragement of respectful curiosity when interacting with students; I very much liked the “Journey” metaphor.
 - Personal perspective.
 - Ideas for accommodations ‘outside the box.’
 - Think about where the student is at and that it will move throughout the semester.
 - Overcoming the barriers and trap using new technologies.
 - The perspective from an individual who has been creative, motivated, and willing to share his journey.
 - Being able to see another perspective.
 - Very motivating speaker!
 - Breaking from model thinking.
 - Lived experience of both learner and teacher.
 - Personal testimony and message of having positive attitudes and creativity.
 - Creative ways to provide accommodations.
 - Dr. Cordes’ examples that challenge my assumptions. I came thinking there’s no way a student could succeed in our program. I don’t believe that anymore!
 - Perspectives on thinking about disabilities.
 - Ask them, students, how they can be accommodated. An individual can come up with a way to meet need.
 - Getting out of my algorithmic formula of accommodating the task. So helpful to get me out of my own way.
 - His entire presentation.
 - The framing with this was excellent. Thoughtful and helpful.
 - Concrete examples of effective, dynamic accommodation. Emphasis on focusing on students’ strengths (and being creative about using them in the accommodation).
 - Practical advice. “Normalizing” the disabled.
 - Everything.
 - Discussing accessibility in terms of both student and faculty member.
 - Opened my eyes to possibilities.
 - Hearing the ideas from the point of view of someone who has accomplished so much and through his disability and learning to look at the abilities and skills one can bring.

3. What is one thing you will do differently as a result of attending this lecture?
 - Increase the variety of learning materials I make available to students.
 - Idea that “model” isn’t reality and we need to find a way to get to core concept/goal.
 - Be more aware of students with disabilities.
 - Take a little more time to ask/listen to what’s going on when students struggle. Also, thinking increasingly of the strengths that come from or are adjacent to the apparent disability.
 - Be more thoughtful about active accommodation of students.

- It was a good reminder to be sure that students are aware of campus accessibility assistance.
 - Ask students at the beginning of semester.
 - Look at an issue from the perspective of others.
 - The need to be creative, involve students in decision, and to be flexible.
 - Open-mindedness.
 - Know that tools are out there to assist students with disability if I ever get to teach such students.
 - Not get trapped into thinking there is only one way to teach something.
 - Engage students in the discussion of accommodation.
 - Did not realize Google Docs was non-accessible. Re-evaluate its use.
 - Using non-judgmental curiosity.
 - Try to meet students ‘where they are at.’
 - Be more open-minded.
 - Consider accommodations for all. Expand the fast-food model outside of checklist.
 - Be creative.
 - I will be more sensitive to students who need accommodation.
 - Be mindful of bias, particularly “if I can’t do it, they can’t,” when working on accommodations with students.
 - Read my disability statement to students first day of class.
 - Need to see if I can really!
 - Be more thoughtful about how I teach.
 - I am interested in looking into ways I can start to accommodate students with disabilities in my role at NDSU and hopefully provide some accommodations before the students have to ask.
4. How could the FORWARD lecture series be improved to be more beneficial to you? What recommendations do you have for future lectures?
- FORWARD is doing well.
 - Best one yet.
 - More nationally known people who use outstanding research-based teaching strategies.
 - Outside speakers have been particularly good.
 - Lectures are usually very interesting.
5. Please provide any additional comments you have about today’s lecture and/or the FORWARD program in general below or on the back of this page.
- The voice is weak.
 - Thank you for getting this great speaker. Best pedagogical luncheon I’ve been too.
 - This has been the best ever.
 - Best pedagogical luncheon of the year. ☺
 - Please bring more of these kind of presentations to pedagogical luncheons. Relevant, informative, and thoughtful!
 - Thank you so much. This was very education and inspirational.