Crip Technologies in the Foreign Language Classroom

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Layout of this workshop

- Who I am and where my interests lie in this talk (+ an activity!)

- Some grounding reflections on "crip"

- Why it matters at USC

- UDL? UDI!, or what Universal Design for Instruction can do

- Tools for students, Tools for us: practical *and* psychosocial approaches to accessibility

- Random suggestions!

Who I am and where my interests lie

- Research: Francophone world + gender, disability studies, crip theories, medical humanities
  Service: MLA Committee on Disability Issues in the Profession (2017-20); DUS (2018-21)
  Teaching: BLP + UDs in French and in English

➢ First activity! Identifying yourself as an ally and ensuring accessible emails in Outlook!
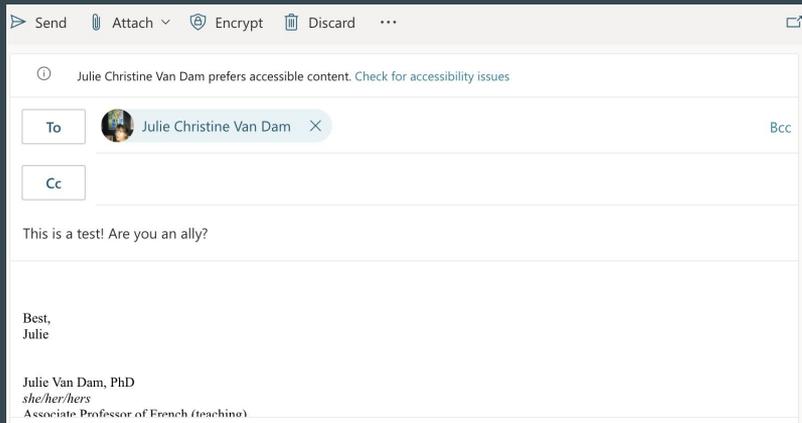

Crip your own email!

1. To write accessible emails ("crip friendly")
   → Settings → View All Outlook Settings
   → Customize Actions + Scroll all the way down to "Check for Accessibility Issues," click and save

2. To show that you also want accessible emails!
   → Settings → View All Outlook Settings → General
   → Accessibility → Accessible Content

Crip your email: Write accessible emails → in images
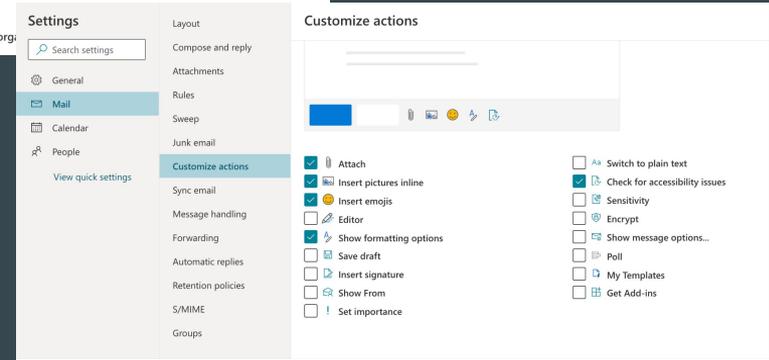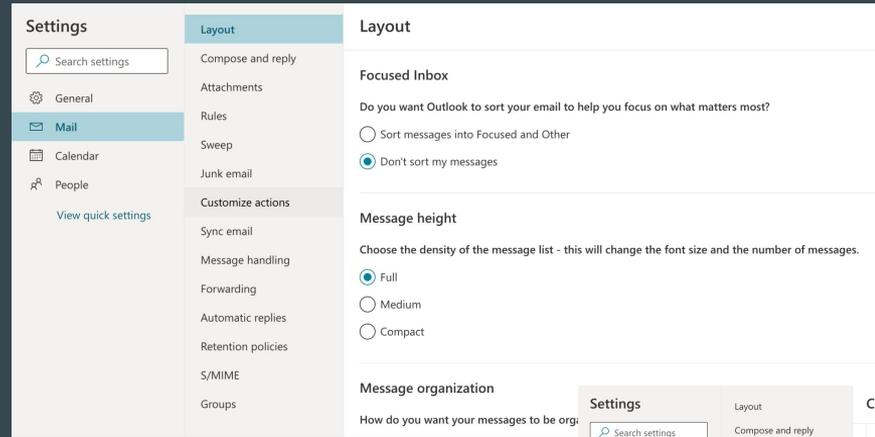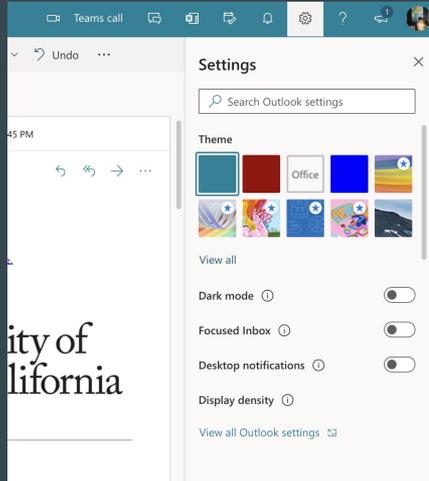
Crip your email: Identify yourself as an ally → in images
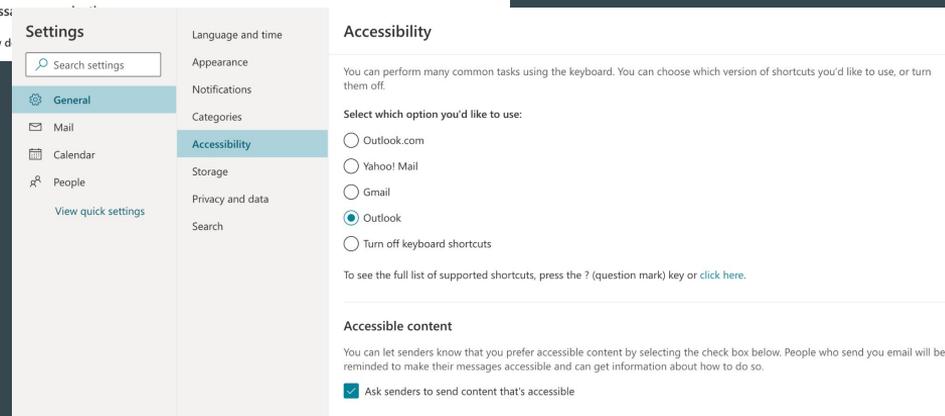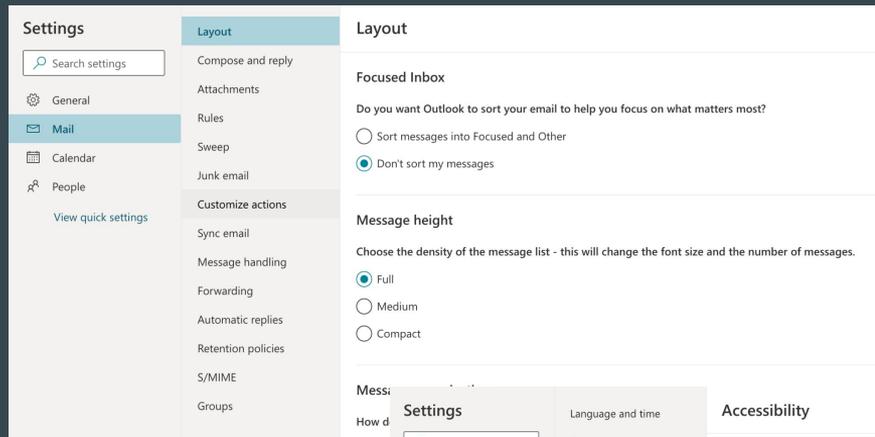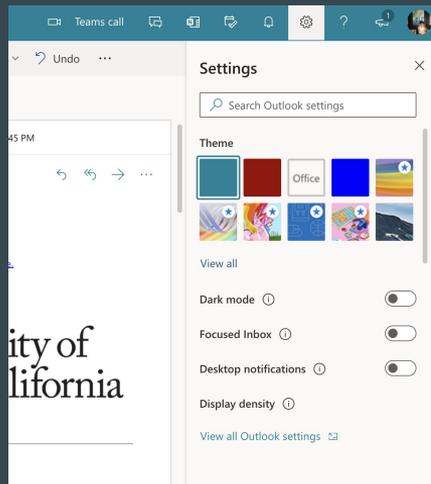
What I mean when I say "Crip," or some grounding theories of "crip," "crip technologies," and "cripping the classroom"

"Access after the fact is not true accessibility" (Sushil Oswal)

"Disability?" → *Accessibility*: OSAS example

Why does "crip" matter?

Broader view of human variety (capacities, energy, neurology, psychology) in response or subject to ableist demands

"Cripping highlights the category of disability as necessary to understand the myriad investments in ableist assumptions that operate in the everyday."
(Claire McKinney)

Why it should matter here at USC and in our Classrooms

Who are our resources? USC Office of Student Accessibility Services + CET

"Most of the students who are receiving services are not
what people think of as their typical person with a disability"
(Madison Shaw, OSAS Assistant Director of Policy, Programming and Evaluation)

12% of all UDs → OSAS students
35% of these are in Dornsife
8% of all students in French language courses → OSAS students

CET resources on Universal Design for Learning → search for them!

The Foreign Language Classroom & UDL? **UDL!**

Poll: "UDL & You!"

UDL in a nutshell:
- multiple means of representation
- multiple means of action & expression
- multiple means of engagement

Table 1.2. The Principles of Universal Design for Instruction Applied to World Language Learning

Principle	Definition
Principle 1: Equitable use	Instruction is designed to be useful to and accessible by people with diverse abilities. Provide the same means of use for all students: identical whenever possible, equivalent when not.
Example: Provide the class syllabus, materials, and links to other resources online. Post the class syllabus online several weeks before classes begin.	
Principle 2: Flexibility in use	Instruction is designed to accommodate a wide range of individual abilities. Provide choice in methods of use.
Example: Use varied instructional methods (verbal information with visual prompts, group activities, use of stories, or web board based discussions) to provide different ways of learning and experiencing knowledge. Switch to a new activity/method every 10 minutes to support attention.	

Table from W. Edwards and S. Scott, *Disability and World Language Learning* (2018)

UDI Principles cont...

Principle 3: Simple and intuitive — Instruction is designed in a straightforward and predictable manner, regardless of the student's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.

Example: Provide a grading rubric that clearly lays out expectations for speaking activities; include information on how expectations for verbal performance will increase over time.

Principle 4: Perceptible information — Instruction is designed so that necessary information is communicated effectively to the student, regardless of ambient conditions or the student's sensory abilities.

Example: Consider the "readability" of all written documents provided to students. Review instructor-made tests, quizzes, and activities for adequate spacing between items, clear labeling, and easily readable font.

PDF, ALT text & Post everything in advance!

UDI Principles cont...

***Principle 5*: Tolerance for error** — Instruction anticipates variation in individual student learning pace and prerequisite skills.

Example: Anticipate different entry-level skills of students in using the target language. Provide a list of frequently used phrases to support target language use from the first day of class. Clarify that in language acquisition, mistakes are expected as part of the learning process.

***Principle 6*: Low physical effort** — Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning.

Note: This principle does not apply when physical effort is integral to essential requirements of a course.

Example: Allow students to use a word processor, tablet, or laptop for writing and editing papers or essay exams.
Arrange classroom desks in a semicircle to allow students to see other students speaking during class.

Make sure any activities involving movement are accessible for all!

Consider flexible deadlines (1-week)

UDI Principles cont...

Principle 7: **Size and space for approach and use**	Instruction is designed with consideration for appropriate size and space for approach, reach, manipulations, and use regardless of a student's body size, posture, mobility, and communication needs.
Example: Set up group activities that consider the mobility needs of all students. Structure class space (e.g., desk arrangement) or student movement (e.g., rotating group membership) to allow for all students to participate.	
Principle 8: **A community of learners**	The instructional environment promotes interaction and communication among students and between students and faculty.
Example: Foster communication among students in and out of class by structuring outside cultural activities, language club, or a language table in the dining hall. Use frequent group activities that involve different size and group membership.	
Principle 9: **Instructional climate**	Instruction is designed to be welcoming and inclusive. High expectations are espoused for all students.
Example: Discuss with students beginning on the first day of class expectations for target language use. Clarify reasonable goals for growth and improvement in target language fluency during the semester.	

Post & teach a list of commonly used phrases / questions on Day 1!

Tools for students, Tools for us: Practical and psychosocial approaches to accessibility, part 1

Well before the first day of class...

Accessible syllabi   → Post early! (PDF - Simplify - ~~CAPS/bold~~)

→ See <u>new BB features</u>! And their results

<u>Accessibility Statement</u> + <u>Survey</u>

First week of class...

Create your community   → Tell them about PDFs posted in advance
→ Reply to Accessibility Surveys
→ Community = ALL involved in access

Show them how to do ALT text!

	A/A-	→	D/F	Note
Preparation & Visual Aspects of Presentation (35%)				
Accessibility (5%)	Uploads PDF of presentation **before** class into week's Shared Google Folder, uses alt-text for images & avoids lengthy text on slides. 4.5-5		Does not upload PDF until after class, forgets alt-text, and has long text passages on slides. 0-3.25	
Legibility of Slides (5%)	Font size never less than 14 pt. Font style, colors used are easily read. <2 typos. 4.5-5		Cannot decipher/read sections of presentation due to font size, style, or color choice. Over 6 typos. 0-3.25	
Visuals (10%)	Includes 3-4 visuals that help explain/develop idea presented, and explains to class. 9-10		Little or no visuals, or visuals are used but not explained or put in context. 0-6.5	
Use of citations (15%)	Includes and comments on 2-3 salient quotes from material that help explain or develop idea presented, and brings them into presentation. References page numbers. 14-15		Includes no quotes from material, or includes quotes that are not explained. Does not reference page numbers. 0-10	

Tools for students, Tools for us: Practical and psychosocial approaches to accessibility, part 2

Essentials in planning...

Captioning! → Source and use only those videos that can be CC (either in target lang, if desired, or sub-titled in Eng.)

Scripts! → Show students how to find transcript / script of audio in <u>online homework</u>

How Google drive can help...

Accessibility Settings → Let's check it out! (Slides & <u>Docs</u>)

→ Always show / explain to students

Voice typing → Let's check it out! (<u>Docs</u>)

Random suggestions for instructors AND our students...

Presentations / Slides, etc...

→ Stick to the basics! Do not go overboard with graphics (especially GIFs), font colors & backgrounds and lots of text

→ Avoid too many CAPS and **bold,** and make sure font in no smaller than 14 pt.

Start from a generous place...

→ Maybe... don't assume students are trying to "get away with something"?

→ Be the first to reach out. Don't wait for students to communicate their needs to you. Many, many will not.

Works Cited + Useful links

https://cet.usc.edu/teaching-resources/ → Search for "UDL" + CAST UDL Guidelines

Edwards, Wade and Sally Scott. "Designing Inclusive Classrooms: Foreign Language Module" *Project LINC* Longwood U: 2016.
—. *Disability and World Language Learning: Inclusive Teaching for Diverse Learners.* Blue Ridge Summit: Rowman & Littlefield, 2018.

Fox, Ann M. "How to Crip the Undergraduate Classroom: Lessons from Performance, Pedagogy, and Possibility." *Journal of Postsecondary Education and Disability* 23.1 (2010): 39–49. Print.

Price, Margaret. *Mad at School: Rhetorics of Mental Disability and Academic Life.* Ann Arbor: U Michigan P, 2011. Print.

McKinney, Claire. "Cripping the Classroom: Disability as a Teaching Method in the Humanities" *Transformations: The Journal of Inclusive Scholarship and Pedagogy* 25.2 (2016): 114-27.