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# **Youth RoundTable Discussion Transcript**

(Captioner Standing by)

>> Yeah.

>> Microphone system that goes out.

Do you know what?

Give me a second over here.

[Captioner standing by]

(Captioner Standing by)

(Captioner standing by)

>> Thanks, everybody.

I went to hear from.

[INDISCERNIBLE].

Does anybody want to share?

>> Andy from Monroe committee college.

It rained overnight.

>> Anybody else?

Somebody else?

How about so far we've had full-day presentations.

We had trivia.

Anybody want to tell me some take away they have gotten so far

from this conference?

And utilize?

In their working life?

All right.

>> My name is Kevin, I'm from OSU.

The video yesterday, I think that video gave me a different

perspective.

Students in environment.

That video was individual's life.

Maintain my responsibilities.

>> From perspective and operating individual.

Anybody else?

Yes.

>> Hi, I'm Renée.

Yesterday learned about interpreters.

Their purpose, goal, and that was really good information for me.

>> Thank you for sharing that.

Anyone else?

Okay.

Next question, what you hope to get out of today?

Is there something particular you are hoping for something you

like to learn or question that you have?

Everybody like a

[LAUGHING]

That thoughts for later.

>> Thank you all for your patience this money purport our folks

on zoom, we apologize the audio quality is not to the level we

hoped.

But we truly hope you will be able to get most of the information

this morning.

With that, little technical Asterix either way.

Talk about real-time absolute favorite thing about.

[INDISCERNIBLE].

That is why am appear.

[LAUGHING]

I am the past president for the board.

Guess what?

I will start recruiting for the Oregon on board.

[LAUGHING]

>> You get to come here in August for your work.

How awesome is that?

A board retreat in August.

So, for those of you who are new to listserv in real-time.

This is supposed to mimic what the online community can look

like.

So, someone will ask a question and then the collective expertise

only in the room, between us virtually will be able to contribute

answers.

This is a working space.

We may not have all the exact answers.

We may need to do additional consultation for our staff back

home.

Need to have more depth conversations after session is over to

continue the conversation.

To cover as many topics as possible, we typically limit responses

to three.

Now, we are in the world of modifying policies.

So, a really great fourth hand raises.

Probably here that response for the idea is to get through as

many topics and as many areas as possible.

What could you ask about literally anything related to

accessibility in higher Ed?

No limits to topics.

It can be about a policy.

How you are doing things.

What software you utilize.

Scenarios you are running into.

Anything related to your accessibility.

So, who was to lead us off with the first question?

So, I am happy to run.

If someone was to volunteer run, we have two microphones.

Awesome, they give.

The folks that are virtual, you're welcome to put a question in

the chapter.

And we also hope to engage you with responses.

If you have an answer, raise your hand.

We will try to save audio will work.

If it does not, we will have you type out your response.

First question has always the toughest, who was diverse?

>> My question is about accessible documentation.

Does anybody have a good service readers, outsource.

[AWAY FROM MICROPHONE]

>> I would jump in and say that as an amazing first question.

>> Thank you.

>> Good job.

It is so good no one can answer.

We all said yes, who hasn't?

>>.

[INDISCERNIBLE].

>> Can you repeat the question?

>> I am looking for a service where I can outsource documents

that will make it accessible.

Like the readers and so forth.

Looking for service to help make documents accessible.

>> Documents, not necessarily documentation.

>> Yes.

>> Okay.

PB PDF documents.

>> Sorry to answer a question with a question, what you do now?

>> What I do now is my colic look at it, we sent it to Carrie.

Our eye Person.

See if she can read it essentially.

>> We have in-house –.

>> Can I ask another question, what is college policy on

accessibility?

So, do you have any college policy with responsibility to ensure

documents are accessible?

>> That is probably a good question.

>> At Oregon State University, we have a policy.

It doesn't matter.

[LAUGHING]

>> University wide policy

we have a huge.

[word?], Does not mean that someone can enforce the policy even

if it says

supposed to help faculty, you know,.

Acrobat is a tool that can help with converting to PDF into

accessible PDF.

But it's still takes time.

It is a process, if we can get faculty to do that first

so that everything isn't coming to our office.

The issue we are having around this is students who are doing

research in the and through the library, can access all budget

journals.

Which the library has subscriptions to.

The journals are not physically there.

They are remotely there.

You get a copy of the research article, new which is not in

accessible form.

We're trying to work with our library about this is your

responsibility

to get this in accessible form.

Whether the resources are there to support whatever office on

campus.

I will say it extends further.

I'm guessing everyone is dealing with this.

We now have textbooks that students purchase, which are not just

textbooks.

It is a textbook with a code to go online.

Excess material through online, whatever it is.

It is behind a firewall.

They have their own technology, which does not necessarily work

with except of technology.

Depending what students are using JAWS or whatever it is.

We are all responsible for making college material accessible to

the students.

We cannot get behind the firewall.

The next layer what you are talking about, which is our offices

are seen as the experts converge into that.

But if what we are being given is in a form that we cannot easily

converts, where does that lead us?

>> Hi, y'all.

Lynnfield University.

She/her pronouns.

A couple things, first, hold the microphone close to your face.

I'm nosing in captioning they might be missing some words.

So, reminder there.

Also, I think what we are really looking at is more of a systemic

change that needs to happen.

We are promoting a culture of accessibility that is not policy

driven, but culture driven.

That is a slow process.

It is.

But I think, think about from that framework, what are some of

things that you can be doing working outward to help change that

culture?

Some if that is just finding a couple of key allies to work with

at your office.

That can promote cultural change.

It doesn't make sense?

Okay.

>> Okay, Carrie.

Would you like to type or would you prefer to have me unmute you

and get audio that way?

>> Unmute it is easier.

>> Look at you!

[LAUGHING]

>> I am a pro at zoom in blind community.

Video is never on.

I am Carrie from.

[word?], Claims – nightmare.

Campus has been great making things accessible.

I do use JAWS, I use fusion that has an active and speech.

The big thing we really need is people need to learn how to make

stuff accessible.

That is the biggest challenge.

Not so easy to create something you run it through the Adobe

Acrobat.

If you are not putting all the tags in there, if you're not

describing graphics and those things.

That is really what is needed is just more information on how to

create things more accessible from the start.

When something is created, harder to make it accessible.

Any ideas and resources on that.

I know this is brought up yesterday during a session with the

open source resource materials.

Things that could help with that on, you know, thinks we could

share a campus wide.

Or potential to help people learn to create things accessible.

>> Awesome, take you so much.

I am not seeing any other hands in chanter room.

Let's jump to our next question.

Do you want to go next?

Or have other names.

>> I can go.

>> Okay.

>> Good morning, she/her pronouns from University.

To accommodate, everything in our offices but.

Strong opinions either way.

We are a pretty small school, 3000 students.

>> Folks in the room, myself included, I wonder if there are

accommodating folks in the room that can offer counterpoint.

>> For the ASL interpreter, can someone repeat the question?

I was now aware of who was speaking with the question was.

Thank you.

>> Question as I heard it was, from Pacific University,

a small campus about 3000.

They are looking to change their disability – but software.

Asking for opinions about or accommodate, they are split on it at

this moment.

Did I capture that right?

I got a thumbs up.

>> Martha from OSU.

I am extremely biased, [word?] Was developed at OSU.

I will say that upfront.

By a graduate student at disability services office.

It was highlighted there.

One of the things is that it was someone who worked in the field.

Has a deep knowledge.

The kinds of things that we all need and use.

Aim has been responsive to update when they're getting feedback

from folks around the country knew my in terms of modules or what

is not working.

They are very responsive, yeah, super bias in terms of aim.

The person who developed it lives in Oregon on.

Making sure that Organon is happy with aim.

Often here at this conference, does not happen to be here today.

>> So, yeah, Jeff again.

In terms of – has anyone met with accommodating folks,

gone through process, know what accommodating looks like.

Maybe speak to the other side, so to speak?

No accommodating people in the room.

Yeah, I guess, if we are looking for another voice to support

aim, I am definitely whether those.

I used it at work and currently at.

[NAME] University.

Customization of customer support line it is all very, very, very

positive.

In my personal experience and other folks' express as well.

Anyone have anything?

>> I will as something quick.

She/her committee college story.

Small school, no current software.

It may be on the market.

My question is, to other small schools who may not also have

software systems in his face.

Do you have any current best practices for organizing and

tracking and documenting in absence of software system you may

share?

>> Does anyone want to talk about best practices around that?

The question was for those who do not have a digital data

management system, what are best practices outside of that?

I will give kind of an answer here.

It is probably worth your time to advocate, to spend the money on

data management software.

The time return on investment very quickly in terms of how much

time you say.

You cannot create money out of the year, I totally understand

that.

>> This is Jules again.

One thing I noted with aim, it does a lot more than I think it

can do.

I think it would be helpful to, at some point, get a web video or

something that can explore different modules that may not know

about.

Or I have access to and do not know how to use.

So, that is just, I've heard several things at this conference I

went to corporate.

So

[GIGGLING]

>> I want to say real quick, as a screen reader user, I use AIM

all day, every day of my life.

Aim not only talks the talk but walks a walk in terms of

accessibility.

I cannot speak for the others.

>> Okay.

Go to a new question.

>> Hi, [NAME] From – college.

Ask for some advice related to working with students – and I sub

students some students are not responsive to emails or phone

calls.

An accommodation to set up.

[INDISCERNIBLE]

>> So, really great question about students with challenges

around executive dysfunction.

There are lots of process related items that we ask of our

students related to foundations.

Any strategies how to make sure students get their forms

completed.

Log in when they are supposed to log in.

This morning as well, students are not accessing aim at the right

times.

In a timely fashion; what are strategies to assist with this?

>>.

[NAME], She/her.

We do phone calls, what is your preference in medication?

Phone call, aim is texting.

So, yeah, also did curbside.

Drive up, run out, I literally tell them what's in email.

>> Curbside.

My mind is blown.

>> So, for example, I need know of a service, what do we need to

do?

Then I will say, if you want to be in the time and I will tell

you – a meeting.

Oh, yeah, I will be there at 9:30 a.m. with my mom.

[INDISCERNIBLE] [AWAY FROM MICROPHONE] a week later, throw the

smart pen at them, they signed the paper.

>> Very interesting.

>> Is stemmed from a pandemic and we continued to do it.

>> A lot of people Zoom, but she Curbside service.

I love it.

Any other thoughts on how to help students engage with multi step

process?

>> Sean take, she/her, [NAME] Having learning specialists.

Sign a release for office.

We will have conversations around organization strategies.

Time management strategies.

Meet weekly with academic support person.

Something comes up that person will reach out and say, hey, they

meet with me next week.

Are you available the same time?

That is helpful if they have existed meeting got used to

attending.

We try to work schedule around that as well.

It seems to help to have the additional support person.

>>.

[NAME], OSU.

We have had difficulty getting students scheduled.

Testing exams, we have a testing center.

So, one of the things we started doing several years ago is

during first three weeks of the term, we have every afternoon

whatever it student help them schedule their exams for the whole

term.

And so, with limited staff and idea might be, do have drop-in

times?

That is advertise heavily, which is, you know, the first couple

weeks from 9 o'clock-1 o'clock every single day, someone will be

available for you to come in to help you fill out your forms so

you do not have to rely on one-on-one.

Students responding individually.

If you educated, part of your process.

Anyone can come in and fill out those forms it might be a way to

save some energy.

It is helped us doing open times for students to drop in,

schedule exams through Tessie said appeared not relying on that

101.

Even though we have email, easy for students to get help and get

all done.

So that might be a strategy, particularly with other resources.

>> All right, next question.

>> Awesome.

So, Jessica.

Question, we have a student who is requesting assessments exams

be spread out.

One every three days.

Our students take a heavy course load and may have seven times

during finals week.

How far past the end of the quarter do you think it is reasonable

new line for a student to take a final?

Awesome question.

Does anyone want to work through that other big?

>> I guess my question would be, also logistical.

When is a term grading deadline?

When do grades need to be in and how much time does faculty have

to grade final exams as well?

So, I think that becomes part of the question to make sure that,

you know, grades can get in on time as well.

>> This is Jules from Lynnfield.

My question back is what is the underlying barrier that is making

it so it is one exam every three days?

I wonder if there might be some algae solutions or other things

that might also help that student.

Maybe one exam per day, for example, if there is technology it

will also address the barrier.

>> There has are a always been a lot of nuance in this question.

These scenarios where professors in department say there is no

way we can ever do that.

I always like to go through the exercise of, well, well what if a

student was hostile as: a student that did XYZ?

Have you proctored an exam before?

Why or why not, is it possible in a situation?

Everyone's answer is oh, no, no way.

Let's go through interactive process.

What Jules was saying, what are the barriers?

What are the different ways?

>> Clayton, Southwestern Oregon community college.

One thing we use in past is incomplete.

Student makes contract or agreement with instructor that they can

get incomplete grade.

Goes on through the next term until whatever time.

It depends on the student and the instructor.

They have that time to finish the class.

I don't know if they do that continuously come up finishing one

term into the next.

The solution is short-term at least.

[INDISCERNIBLE]

>> Sorry, Jessica we don't have a specific answer for you.

It definitely seems like there is some work that could be done to

figure out the requests.

Let's jump to another question.

>> You could probably leave the microphone with me today.

[LAUGHING]

>> I have been in this position a month.

A lot of questions.

Format, I want about peoples' experience with math substitution

math requirement, student learning disability area of math; do

you have suggestions for accepted substitution?

>> Hi, Andrew from – community college.

We have students for math, and elastically philosophy 103,

critical thinking.

We do that once a year in the spring.

It can be tricky, suited to take that class or in their schedule,

we offer remote version.

They have a summer course, but the critical thinking course is

what we work with.

Asked degrees as well as.

>>.

[NAME], We asked a student that work with advisors, if you don't

want to give them, hey, AOT, they go to X University, not accept

it.

[INDISCERNIBLE]

>> This is Jules.

Exactly what I was saying.

The University has no obligation to honor that substitution for

their BS requirement.

So, I can get working with the transfer institutions, really

important.

>> Martha, or gone state.

So, the state university, I was or gone if student completes a

AOT, transfers over as – if student got substitution format and

committee college, that will get accepted at OSU.

If student transfer individual courses because it was not full

you are right, Jules, may not accept math substitution.

For OSU and most of universities.

If student uses substitution format for their data be accepted.

Choosing a math requirement is a part of that

the student is going to have to do that math requirements.

There is a couple of pieces.

It is really important if the student is transferring or

transferring individual courses and it may change how University

accepts credits.

>> That as an excellent point.

>> This is Andy.

Students transfer, which programs do not require math or

additional math beyond 2.3.

We had that shortlist.

We sit with a student we can tell them here are the majors if you

want core substitution, this is what your limit to what you're

majors go.

Otherwise, take the math requirement for your psychology degree.

>> Great.

Thank you.

Next question.

Don't be shy.

[LAUGHING]

>>.

[NAME], Again I am curious about it people have course

descriptions to include a central function of the courses?

Maybe have the wrong word, but basically I'm wondering about

providing information about the course and the requirements.

For example, let's say in an art class, or, most Pacific

specifically came up we had career pathways, a class where it was

woodworking.

Involves certain amount of time standing on a concrete floor.

Bending, twisting, manipulating machinery.

And that was kind of a surprise to a student who has physical

limitations.

I noticed it was not otherwise communicated.

Some of our other programs are lacking that as well.

We have kind of a merchant mariner type program, too, that does

not communicate.

It was required in terms of physical requirements and the

setting.

I notice, too, in general in our classroom classes.

Also not communicated.

The setting, what the environment is like.

I wonder if they are adding this and people do communicate that.

>> This is Jules again.

I think you need to define what you mean by requirements.

Because if the requirement is that student is able to create this

particular build, that is the requirements.

Not necessarily the how.

They may need to know what is available to them and what kinds of

accommodations can be put in place to make it so it is possible

for them to fulfill that requirement.

We are also talking about technical standards here, too.

For nursing, technical standards say that they need to be able to

do chest compressions.

Participate in, how they do that is not always clear.

And that has been an ongoing problem.

It is that the technical standard itself is exclusionary.

It defines the how, instead of the outcome or they want.

So, I encourage you to work with your departments when it comes

up so you can have engage in interactive discussion with them

about what do they really mean here?

What is the outcome?

Does that make sense?

>> I'm going to speak to what is included in course descriptions

at our institution.

Detail included –.

>> Martha, OSU.

I would not speak specifically to courses.

Our study abroad, we had a lot of study abroad, you will spend

three weeks in Spain or whatever it was.

The example we had was a student who did a study abroad, it was

three weeks in London.

We worked real closely.

Faculty led.

We worked really closely around the academic pieces and all that.

This tune experience deaf/ blindness.

Expectation living in hospitals.

Then cook food, go to the grocery cart, do their laundry.

Student, academically worked out everything with interpreters,

transcribers.

We had no one to show him where the grocery store was.

Or how to do laundry.

In their laundromats.

So, we worked really closely with the study abroad program to be

more descriptive in their study abroad for all students around.

Not just going to Monday, but you will live in a hostel.

Compare some of your prepare some of your own meals.

Going to Ghana, in an area that does not have clean rooms and

refrigeration.

A lot more detail so students had a better sense with or without

disabilities what they might need in those environments.

The second playset has happened, we have several programs where

students as part of their coursework are doing extensive field

visit.

A week or two weeks they are out surveying.

Like geology.

Out actually surveying.

They are hiking, spending time in mountainous areas.

And so, again, getting the faculty to be much more descriptive

for those trips of the kinds of environments the students are

going to encounter.

You're going to hike six hours a day.

You are going to have to carry enough water with you for your

hiking six hours a day.

So, it was information for all students as opposed to students

with disabilities.

Those are the two areas we have been able to, at OSU, to be able

to direct that.

Not the typical class environments.

Whether it is a lab or lecture class.

Technical standards are getting specialized pieces of programs.

That is our interplay to having those entryway into having

discussions.

>> Any other thoughts on that one?

Okay, next question.

>> Taylor, she/her.

This is a logistical question, ESA's, our favorite thing.

It is more working with probably resident life.

Trying to figure out exactly how their processing of students and

things like that.

Our process right now, student reaches out to us and says they

want any essay.

I go through the process.

Resident life has had complaints getting ESA requests.

Or ESA route approvals from my office close to the start of the

term.

Deadlines for housing applications?

Deadline for getting applications in and what that looks like.

>> Defined ESA.

>> Emotional support animal.

>> Everyone must speak toward deaf/blind emotional support

animals?

>>.

[NAME], I was you, yes,.

I appreciate ESA dilemma.

OSU in the past is not had a deadline.

We are looking at a deadline.

Understanding you cannot prevent someone from requesting an

accommodation.

With the deadline does is give more information to students about

how long the process might take.

If a student is coming in the first day and moving in and

expecting that they are going to be able to move in with their

ESA that they have not gone through the process for being really

clear about what the process is.

So, they understand it might take two or three weeks.

But had they met the deadline, they would have an answer by the

time they move in.

Deadlines are helping students with and helping us as offices

with.

A deadline cannot prevent us from engaging with the students in

their request.

You can't say, you missed the deadline and you can't requested

ESA.

We have to have we don't have ability, manage expectations

through deadlines and how long the process might take.

>> I agree.

Managing expectation of this to.

Build a better relationship as well.

They know they have time.

We're low different that we provide housing – locations.

Students living limited amount of time, like, 4-8 weeks.

We need time to identify people living in the housing.

[INDISCERNIBLE] It helps us to keep strong relationships with the

landlord we are working with.

Also our housing office.

Relationship with housing office.

>> All right.

Next question.

>> This is Jules.

My question is also related to deadlines and complicated.

When you're looking at field placements, clinical experiences,

internships those types of things.

How would you manage the expectation of your faculty, liaisons,

the student, how do you manage expectation of how long the

process takes?

Add that if they ask for a week before their externship starts,

probably not able to happen.

Even though the answer is yes, you are eligible.

I thought I would think about deadlines.

>> We have a lot of help/scientist people.

I need it.

>> Martha, OSU.

We have program, doctoral program in physical therapy, pharmacy

program.

So, we do not have a nursing program, but we have other.

So, I will say it depends living in the gray zone.

When we first meet with students, I work with most of our PhD

students.

I work specifically with our – program, when I meeting with

students about their accommodations for their work, didactic

work, I am specific about as you head into your clinical

rotations, we would need to meet in advance to discuss what is

going to look like.

And sometimes they don't need any accommodations.

Because what they use in didactics is not something in clinical

rotations.

And the more remote, not necessarily geographically, but the more

remote the rotations from LSU.

We have a that every hospital at OSU.

Some of the clinical work habits and I wish you, obviously, that

could be done more quickly than when they are doing a rotation.

We talk a lot about when you're rotations are not connected

directly to OSU,

that's going to take more time.

And if students, one of two things, if they don't request, and

the program, cannot work miracles.

Where is our class ability around this?

Can rotation get pushed out?

We ordered?

The second is that, you know, students at that level, I expect

professionalism from them.

Some of this is on them and part is trading around

professionalism.

I talk about that with the students.

The other pieces, I they don't know what they don't know.

It is really important for students of clinical rotations, before

clinical Tatian start – rotation start –

including the student thinks they know what it will be like in

rotation.

They may or may not request accommodations and get there and I

what they expected.

Being able to sit down with someone ahead of time and having a

really good conversation around what is actually look like in

that clinical site?

Having the disability services really helpful as a brainstorm.

Have the student around things.

I had a student who uses scooter full-time; a motorized scooter,

going into elementary setting.

The issue became how the student presented themselves.

So, one of the things we worked on was how are you going to tell

the little kids about how to manage around your scooter?

What is the language you're going to use?

Are they able to touch it?

Can they come up to you?

Are you going to get out of your scooter?

Some of that not necessarily wrote accommodation it is around

helping the student understand the environment they're going

into.

And how to present themselves in that environment.

Because what the student was focused on, can I get into the

classroom?

Basic acceptability, yeah, you can.

Now, you're in the classroom and you have a bunch of

six-year-olds running around, how are you going to interact with

them?

Some of them have never seen a motorized scooter before.

How are you going to engage with them?

And so that, I don't know what I don't know becomes really

important to have those discussions with students were doing

rotations ahead of time with someone who has deep knowledge of

what those environments look like.

>> I think addendum to that is in the placement process itself,

there are multiple options.

And that is something I am running into at Lynnfield in nursing.

Students kind of get their placement and that is what you get.

There isn't any wiggle room.

They try and meet needs, but you get what you get.

So, I think engaging early on in replacement process is also

really, really important.

It's something I learned.

[GIGGLING]

>> Anymore responses to Jules' question?

All right, next question.

I know, Jules, you have another one coming to you.

You are ready.

>> It was you could ask it if you want.

[LAUGHING]

>> She/her.

I'm curious, I have been out in of panic I get have, six months,

depending what institution you are asked.

[LAUGHING]

>> I'm curious what practices you put into place during the

pandemic you want to carry through and how you doubt that to add

in person environment?

So, that is what Felicity said earlier.

>> Pre-pandemic, yeah, we used zoom.

[INDISCERNIBLE] [AWAY FROM MICROPHONE] I do encourage people

[AUDIO LOST]

– we have also continued with WebEx meetings.

Everybody else, nursing students, they are busy.

Don't have time to come to the office.

They can call me are due through WebEx, much more likely to get

in touch with them going back to that functioning thing.

If I tell them whatever works best for them, we will make it

work.

I hardly get any no-shows anymore because we are much more

flexible with how we're meeting.

I think that has been really, really helpful for us as well.

>> I joined OSU) they were going back to him person from the

pandemic.

I was not used to the zoom room opened that the advisors would

oversee.

Every time I in that room, whether it is faculty, mistreated,

family members, they recognize how convenient it is.

Our team continued using that for resource to get in contact.

I did orientations where it is set up as in person, but the

student is I really need over zoom.

We are still able to get that done.

Very much appreciate how people are taking that responsibility,

still engaging, whether it is in person.

>> A question off adoption of zoom.

Has any office changed their working hours now the zoom is more

of a tool to meet students' needs?

>> OHS you, we have not changed advertise office hours.

They have such schedules, we have always kind of said if, you

know, the regular 95 does not work for you, we will schedule

evening appointments and early tomorrow morning appointments.

I have an appointment scheduled on my drive and come Friday.

Again, a lot more flexible for us.

I don't have to be in the office.

I am definitely willing to change at with students.

Again, made a better with us.

>> Awesome.

>> I'm seeing a few students went through the pandemic, folks are

really flexible.

I'll get requests, hey, Saturday at 5 o'clock?

That is interesting request, not doing that one.

[LAUGHING]

That is amazing and responsive.

It does make us think about the question, why our office hours

are what they are.

We have tools to be available different times, should be at least

look at a?

Next question.

We are getting closer to the end of our session.

Do not leave without getting to ask you question.

>> Probably last question, notetaking technology.

Specifically the pen, my position had small inventory of a couple

of different types of live scribe peasants.

Many of which no longer work as being brand-new in the boxes.

Did not have regular proper charging.

So, I've done some research.

Seems like online communities say there are some issues with –

pen;, my question is what pens are preferred by students and

staff?

Have other people encounter technology issues with them?

What is going to be my best investment?

>> Great question.

Does anyone want to speak to smart pens?

>> A short history, smart pen echo, we have a bunch of those.

We love those.

[INDISCERNIBLE] Penn, [NAME], Then we are like let's go to the

iPad.

[INDISCERNIBLE], Now they are going back, echoes of coming back.

Haven't had a problem with those ones.

You can get educational – to the website, discounts from there.

We have had a success bottom cartridge won't break.

We tell them it broke, send us replacement parts.

They probably sent us about 20 charges.

So, tell them you are a small community college.

[LAUGHING]

>> Can we repeat that initial question?

>> The initial question was, basically, how can we use smart pens

as access to insight information, anything that would be helpful.

>> Danny from RCC, notetaking accommodation.

One of the things we have noticed with remote and became

impossible to buy.

Three libraries and three campuses.

Transitioned from that to notetaking express.

It is different, noting accommodation where students download

notetaking on their phone, upload audio file to the cloud.

Someone listens to it, types notes up for them.

Getting email with a couple of days.

Did not have physical pens, the paper, but eight cartridges and

student logins to manage it all to the notetaking express through

the admin page.

Only ended up paying for, a huge issue, with the smart pens.

As far as notetaking goes, only pay for what is actually recorded

and uploaded.

The larger notetaking.

Notetaking express, forces, we like that option.

>> I think you might also explore some of the notetaking tools

that also incorporate audio and leak it to the PowerPoint.

And what students are typing, many different options out there.

I like notability myself, it is the prettiest.

There is audio notes, and online one, lots of possibilities that

are low cost.

>> Martha, OSU.

Over 100 echo pens that we give out each term.

We also use.

[word?], I will say one of the differences between the two how it

engages with notes.

If you are paper and pencil kind of person, pens are great.

A person more comfortable taking notes on the computer, then.

[word?] Is better option because it is computer-based.

Starting this year, and now has transcriptions they will now give

you.

It is a I, about 90-96 percent accurate.

One of the things we think about is why are we giving notetaking

services.

For us, the barrier is usually the information comes and goes

quickly.

The student does not have ability to capture information; how do

we help them capture?

Example of doing that, also doing the executive function piece of

actually concerning what is important.

For us, we're trying to get away from that.

Peer to peer notetaking, somebody taking notes for you.

Main decision about what is important and what is not.

As a college student, we actually want you, as a student, engage

with the information and make decisions about what is important

and what is not.

Live scribe, name, notability and some of those ones are

capturing information but you as the student has to make decision

what is important what is not.

Andy's example, grateful, still is giving someone else the

control of what is important and what is not.

Those notes that go back to the student, not putting student in

driver's seat of synthesizing information that is coming across

in the classroom.

>> All right.

Maybe one last question.

No pressure to be the final question either.

No pressure, but it is pressure.

[LAUGHING]

>> Someone is going to be bold.

>>.

[INDISCERNIBLE], We are getting requests for.

[word?] From 5 o'clock in the morning or 1 o'clock in the money,

all day.

I want to make sure we don't have to do that.

8 to 5 office generally.

>> I am hearing lots of yeses from the cloud crowd.

>> Rose, we ask students to schedule test during time when their

classes taking their test as well.

No cheating, [INDISCERNIBLE], And if the student cannot take

Internet time because they need extra time or going into another

class period.

Or have a class right after that one, we asked them to set up a

time with their professor.

Make sure it is okay with their professor and they can take it in

their office.

We have set hours, too.

We did not do tests before – a.m. and have to start before 5:00

p.m.

>> A lot of these are graduate students, class might be taken

from 8 o'clock-10 o'clock and, then classes all day until 5

o'clock.

Other option is taken in the evening.

The other is undergraduate classes from 6-930.

They do overlap, unfortunately.

>> Maybe they can split into two days.

I don't know.

>> Jules, nursing, navigating same issue.

Right now being a superstar.

[LAUGHING]

>> Thanks.

>> Yeah, it is complicated.

What you just described the student is not doing anything the

students do with their accommodation.

There are effectively concerns about exams, or student available

for their next requirement.

If UN jewels can chat.

>> We set limits, sometimes, for evening classes.

Has concerns about student testing at a different time,

and so, in those cases with great this is a service we are

providing to faculty.

We have constraints about how you do that.

If they possibilities within her department to make it happened

at a closer type II when the class is happening that is also an

option.

We say pretty firm.

>> Martha, I wish you.

We have boundaries.

Specifically during finals week we extend our hours.

Kind of like library's extended hours during final week.

7:30 a.m., I think, until 9 o'clock – is it 11:00 p.m.

Monday-Thursday finals week.

They are a specific for finals week, not throughout the whole

term.

Part if that is recognizing that finals week for everyone, you

know, [INDISCERNIBLE] And so we are in line with the rest of the

University in terms of meetings to discuss rate needs for that

week.

That is for finals week we will do that.

>> I tried to block that.

[LAUGHING]

>>.

[INDISCERNIBLE] Does anyone else use proctor view (sp?), and

never really took off.

Students or staff.

>> All right, that is our time.

Thank you so much for your participation.

A round of applause.

[Audio Distortion] this is the point of the presentation where on

listserv, does exist, I know we are all super busy.

If you put a response or put a request out, not everyone responds

on lists.

You may get direct responses, too.

Just now connections you made throughout conference that they are

willing to brainstorm.

I do not know if I need to make additional comments.

>> I would say raffle.

>> Raffle, raffle, raffle!

>> I think we are done here with online participation.

I will go ahead and ended.

(End Of session)