

The odd number breakout room is Group A.
The even number breakout room is Group B.

Each breakout room starts at their respective page and only answers the question in the left column. List as many challenges as you'd like.

You will then be notified to switch. At this point you switch to the other group's page.

Now fill out answers to the question in the right column.

Visualize your two groups sitting at two tables next to each other. Each group has a worksheet. You fill out answers in the left column first and then exchange worksheets with the other group. Now you have the other group's worksheet and you respond to the question in the right column and use what is written in the left column as prompts.

You work on the left column in your own worksheet and the right column in the other group's worksheet.

Group A

<p>What are some challenges that we might face with making asynchronous classrooms accessible? (8 mins)</p>	<p>As TAs, what can we do to eliminate these barriers? (8 mins)</p>
<p>The more ways we try to be inclusive, the more work it is to make it all happen. Time/stress challenge.</p>	<p>Keeping good track of our hours and communicating this info with the professors. Also discussing issues with the other TAs in the class.</p>
<p>If a student comes to us with accessibility questions, where do we find that information/the tools that can help them?</p>	<ul style="list-style-type: none"> -Centre for Accessibility - Professor and other TAs - Centre for Teaching, Learning and Technology
<p>Lag in email and discussions... you can't watch everything 24/7 nor should you be expected to.</p>	<p>We need to set boundaries for ourselves- tell our students our hours- what hours do we respond to emails. How quickly to expect a response. Let them know how often we monitor the discussions</p>
<p>Coming up with novel ideas for delivering course material asynchronously.</p>	<p>Access to video and sound recording equipment to make interesting videos. Search for tips and tricks online- universities have resource pages. Talk to the other TAs and professor.</p>
<p>Keeping discussions civil and safe.</p>	<p>Set boundaries and have communication agreements</p>
<p>When things are anonymous (such as on Google docs), you are at greater risk of harmful communication experiences, and then how do you respond to that?.</p>	<p>We can look at the edit history and know who wrote what. We can speak to that person privately to let them know that it isn't ok.</p>
<p>Technology - does everyone have access to the same level of technology, and confidence in it, i.e. headsets, or the environment they're in.</p>	<p>Ask the students what they have at the start of the term</p>

Group B

What are some challenges that we might face with making asynchronous classrooms accessible? (8 mins)	As TAs, what can we do to eliminate these barriers? (8 mins)
To know our students' challenges.	Regular check-ins, being approachable, doing a survey or something at the beginning of a semester to see where people are at, what challenges they face, etc. anonymously(?)
Not knowing all of the tools available to us and compliant with accessibility standards.	UBC's accessibility page... consult with your department/professor on their own guidelines and resources...
Time- all of this takes so much time.	Recognize that we can't do everything possible, so a survey to see what people need can help us eliminate unnecessary options
Environmental barriers- not all students have access to certain technology	Tell your professor... UBC has a fund since covid to help people get technology if they need it.
Time-zone issues	Ensure a 24-hour response time for students AND staff. Setting expectations early.
Not being able to troubleshoot tech issues with the students' specialized tools	Refer to/work with UBC IT
Preventing the feeling of isolation in the students.	
Ensuring that students are able to keep up with the demands of asynchronous learning.	
We don't have the authority to modify expectations like due dates etc.	