We're on a worldwide search to see what inclusive education looks like.

So Blackboard Ally is going on tour for 2019,

visiting campuses around the globe to learn how they're

tackling their toughest accessibility challenges,

and improving the learning experience for all their students.

Welcome back to the second episode of the Ally Tour Podcast series.

So after a quick flight from Jersey to Massachusetts,

I've arrived here at Lesley University in Cambridge,

where the passion for social justice for equity is really at the core of the campus,

was actually founded in 1909 by Edith Lesley out of her home,

to train women to be kindergarten teachers.

So that tradition it really continues today,

they have a big emphasis around teacher education,

counseling, other professions related to empathy in the public good.

So this is a faculty who are not only teaching and

researching in working around in inclusive education,

but now, they're starting to think about how can we make

our content and our learning experience more accessible.

So I'm going to sit down here with

the e-learning instructional support team to hear a little bit about

how they're helping instructors use Ally to

make their courses more accessible. Let's hear from the team.

Maybe we'll just get started.

So I'm sitting down with the team at Lesley University here in Cambridge Massachusetts.

Very cold day outside, I'm freezing.

I should have brought some gloves with me.

But let's just get started with a quick round of introductions starting on my left.

My name is Robyn Belair,

and I'm an Instructional Designer here in this department at the Lesley University.

Kristina McElroy, the Director of Academic Technology.

Danielle Powell, I'm an Instructional Technologist.

I'm Heather Tillberg Web,

Associate Provost for Systems and Planning and Administration

responsible for the department that's deploying Ally and also

partner quite a bit with faculty on

Universal Design for Learning to make sure that we're thinking

about how to make our coursework as accessible as possible,

particularly from a digital stand point.

All right. Thank you. So just maybe thinking

back to some of your processes for working with faculty,

creating courses before Ally,

where was accessibility in terms of the priorities?

How were faculty thinking about accessibility if at all?

We started a venture upwards of three years ago,

coming out of the school's general counsel office,

not specifically focused on things that Ally has been showing us recently,

but more broadly how to be more proactive with making

digital content more accessible both public facing web pages,

and what's behind our firewall in LANS.

From the instructional technology perspective?

I would say for online courses,

we were very much in a supportive role for the course designs,

and then but we also support on campus courses.

But I would say that would be more when

the instructor volunteered themselves or had questions.

Disability services was mainly handling documented accommodations.

But occasionally, we would get instructors who were curious or wanted to learn,

and so we would try to assist where we could.

Working with faculty through that process,

where using like acrobat to check stuff,

where we're using the word or was it more just best practices that you were aware of?

Actually, best practices.

Yeah. For me, it was a few years a little bit before

Robin's initiative that she was working on I

had been asked to create a bunch of documentation.

So as part of that documentation,

I learned all the things I was supposed to do that I wasn't,

so trying to change my own process of how I was

creating content mainly in word and things like that,

and how I was creating PDFs and then trying to as I talked to people disseminate that.

But it was very hit or miss a little here a little there,

and trying to remember to do that stuff myself.

Was the process for creating that documentation,

just going out onto the Web,

seeing what was out there?

Yeah, researching what were the issues that people were having.

I spent a lot of time on,

what's the site? Web Aim.

Okay.

I spent a lot of time on there,

and then tried to figure out what is it,

how do I then correct that?

Captioning was the biggest one then because there wasn't

machine caption really or wasn't available easily.

So that wasn't an option.

So that was the biggest rabbit hole to get around.

Just to get a sense,

you've been here for a while now,

we were talking earlier,

are we seeing this big uptake in and using HTML editors and WYSIWIG.

So in early stages,

it was just one document or what's lived in your LMS?

So I would say when I first got here,

very few of the on campus teachers were also teaching online or vice versa.

So now we have a lot of our online teachers because we don't have an online school.

The online programs and courses come out of the schools.

So a lot of those teachers don't just teach online.

So whatever they learned when they go through to

design an online course and to use that technology,

they then start to use in their face to face courses.

So they learn to use the assignment tools,

and they learn to create content,

and they start to use that for their other students as well as appropriate.

So therefore, our usage went up a lot and our use of the amount of content that was in.

When they were putting their courses online,

were they working directly with the instructional designer,

or with you all, or were they doing it fairly on their own?

It depends.

Depends.

Depends on the program.

So most of the online courses use a template.

There's a development shell that's the source for all the course content,

and that gets copied into the shell that the instructor will be using to facilitate.

But once that content is there,

they can edit it and change things.

But like what Chris just said about campus space courses,

we don't necessarily put content for

instructors in those shells, nothing is pre-populated.

So that's where it depends.

So the on campus courses it's whatever the instructor wants to do.

They use it as little or as much as they want.

For the online courses obviously,

they have to use it to some degree,

and whether or not some of the programs work very closely with us,

and we do a lot of training for their faculty,

and other programs want to do their own thing.

So some start off with us and they kind of break off when they feel comfortable,

and others can keep coming back and it's more of a collaborative relationship.

When did you start to feel accessibility becoming more of

a priority or were part of the mainstream conversation?

So I'm a newish member to this department.

Newish meaning I've been here for upwards of six years now.

But before that, I was in the web department and accessibility was

always something that we paid attention to there.

But more along the lines of how

best practices and making things easier for people to read online,

writing for the web and things like that,

accessibility from my perspective in this department seems to have become more of

a concerted effort with

the working committee that came out of the general counsel's office a few years ago.

To take it a step further,

that tie in with Universal Design for Learning,

that's something that we've always talked about in

our department not necessarily saying the phrase UDL,

but recognizing that a lot of faculty want to do

these things and already do some of those best practices without calling it UDL.

But the more concerted effort under

the larger umbrella of

Universal Design for Learning seems relatively new with our school,

and it's coming from a lot of different units which is really great to see.

So you were thinking about

inclusive design a little bit as part of that course design process,

were there any particular practices or strategies that you

were using in some of those cases?

Well, one is a little bit of a use case.

We have the instructors go through a course design seminar as students.

So they are in the seminar in Blackboard but with a student role.

So they get to see how the system actually works and behaves from a student perspective.

Also new to online instructors go through a two week seminar with me

where we cover more of the student experience but also the facilitation issues.

One of the things that I was thinking during your presentation

earlier was highlighting Ally more in that teaching seminar

because instructors can use that as another way to get their content

out in front of people in different formats and use it as an actual teaching,

I don't know how to phrase it.

I was going to say teaching moment, but that's not quite the correct word.

Use it as another tool to get their material in front of

students rather than it's just for there for accessibility purposes.

I love that. Because when you think about inclusive design and being inclusive,

it really starts with that empathy piece and putting

them in the student's shoes and making them move through

the course seems like a great way to build

that empathy and understand it from the student perspective.

Yeah, it's a bit of design thinking kind of really subtly put in there.

Absolutely. That's very cool.

Yeah, I think that from our perspective as a department,

accessibility has been on the radar for a long time and Ally provided a tool,

where we can easily guide faculty towards some self-help resources,

for some of the very basic elements of making their content accessible.

We're at this moment,

we're doing a tour of our school meetings to highlight the available tools with

Ally with some of our other closed

captioning capabilities and some of our other technology tools.

We did a similar presentation three years ago but it was just much

more do it yourself from a faculty perspective.

Giving them the tools to do it but it really wasn't

as streamlined as Ally makes it for from a faculty members perspective.

Exactly.

Yeah, and showing how the student can benefit from it as well.

So it just makes it so much more easy. That's yeah.

We as an institution with a school of

education and a very heavy focus on universal design for learning accessibility,

we have faculty who also are really interested in this,

interested in building it into what they do.

So this again just makes it that much easier for them to do that.

It also allows them to walk the walk instead of just talking about doing it,

it makes it easier for them to apply what they're talking about.

We really love just the self-help aspect to it.

Where it walks them through how to remedy issues as they arise.

So maybe let's just jump back as you mentioned with the websites.

Was that an eye opener that you started to then re-evaluate your process in general,

was it just we're going to tackle the websites first and then deal with other things.

How did as an institution you take that on when it first came around?

I think it just raised the bar on having

a systematic and process oriented way to address any external facing content.

As sitting where our department sits because we

focus on instructional technology and that touches faculty and students,

I often sit in spaces that we connect

our accessibility in terms of student disability services and information technology.

So in sitting on that broader focus on our external content committee,

it raise the opportunity to present opportunities

to address not the external facing content

but the materials I was using for teaching and learning.

So I guess I would just say that it just made it a broader institutional effort.

But I do feel like our commitment to accessibility has been there.

It just, again, provides us with a tool to really make it actionable.

Definitely.

One of the nicest things about Ally is that,

I didn't have to go or we didn't have to go to

a training or try to get the information out.

It just popped up in their course with these gauges that said

that their content was successful or not and what the issues were.

So then they're coming to us,

instead of us having to get their attention.

I'd also say that our CIO at the time and then our CFO at the time

were also very committed to a broader focus on accessibility.

So even at the same time that we're signing our contract with Ally,

we were instituting a policy that all of

our larger enterprise wide software purchases need a statement about accessibility,

which is harder to buy-in from vendors than you would think.

So we actually do make that as part of our process.

If we're signing any large scale contract,

we require a statement about that vendor's commitment to make all of the tool accessible.

So that's just another way that it, again, quantified it.

So at the time that we were considering implementing Ally we had

the strong buy-in from our business offices to make sure that we were doing that as well.

So that's typically like in the form of a vPad are you looking for or?

So it's actually beyond the vPad.

So the vPad is also something that we look for but we actually want.

So that can be a bit of a challenge because a lot of times vendors want to say,

well, we have this vPad, is that sufficient?

We're also looking for a statement that they're developing the tool

in a way that would be accessibility standards in addition to the device,

and then that goes into our contract as well, that they sign.

That they're going to take steps if they're not totally accessible,

that they're going to take actionable steps to become accessible.

That their products will be accessible.

I think the other piece that it demonstrates is our commitment to making

sure that any tools that we're procuring will be accessible.

When you're talking and thinking about accessibility,

I mean how is this around inequity,

is it about an inequity an access issue,

how do you all think about accessibility?

I think sometimes it depends on the context of the conversation.

So I've spoken more to issues of inclusion and equity.

But generally speaking, when we're

doing these presentations at schools or things like that,

we'll get at that idea of equity but

not actually saying the word and say we're going to have inclusive design.

But we're trying to make our content as

accessible and usable to as many of our students as possible.

Whatever that barrier may be to access, we'll address it,

and we'll address it in an iterative way to make things better

going forward more practically for everybody.

We've had faculty piggyback on that message in the last faculty meeting we were

at.

For example, pointing out not just for students who might have a documented disability,

but if somebody has English as their second language,

making content more accessible will benefit them.

If they're students with visual impairments that may not be documented,

so can be helpful to them.

I think it's just really thinking about not just the format of the content,

but also, I think when we talked about UDL,

sometimes looking at different ways the students could be presenting their work.

I think we have faculty on board with a broader perspective of accessibility as well.

Giving students more choice.

I do use that example a lot of second language learners but

also making your content more accessible to someone, like your example,

someone on a commute and listening to an MP3

or needs to be in a quiet environment and watching a video that has captions on.

So that's not necessarily a documented disability,

but those are all valuable use cases that we do try to put them.

So Howdy, you were telling me a little bit earlier about how you came across Ally,

that was through the Blackboard user groups?

So actually I think I came across it through the Blackboard office hours and Listserve.

So public communities or sys admins and IT folks primarily but not exclusively.

So people that are supporting Blackboard.

I was familiar with it,

I had seen it at a conference or something,

but it was getting very positive reviews in

those communities spaces for people that had gotten in early on.

So I was very curious.

A lot of schools ask me or ask our sales people,

how did that school get the budget to pay for Ally?

What was the business case that was maybe

presented in order to secure funding for Ally? Was that a challenge?

Because, we've heard disability services has made the pitch,

but they're typically pretty strapped for money.

So, what was the business case that you all presented to make a case for Ally?

I think it didn't hurt that we had a very visible focus on accessibility.

So in terms of making the case to our finance office, focusing on.

They were aware.

Yeah, that they were aware of our focus on accessibility and the business case being,

this is money saved on any potential complaints.

This is a proactive approach that will mitigate potential issues.

I think we had mentioned earlier that it was a moment in time

when the pricing was very competitive,

so that also helped.

So, we partnered with I.T.

to split the cost between two departments.

So 50/50 split and that's it. Yes.

The CIO was on our side.

Very supportive.

Very supportive.

She had buy in our zero at the time.

In terms of the value, I can't imagine what else we could

provide that would again be integrated with the LMS,

and I think it's independent of LMS.

We have Blackboard, but we could work with other LMSs where an instructor can go

in and they can easily see visually that there's an issue with some of their content,

they can get some steps on how to remedy that.

It's very streamlined.

I can't imagine the amount of labor that we could put into

something that would be tolerable for us.

Makes it scalable for us. Makes it achievable.

Whereas if we were just having to reach out to

individual faculty or small groups of faculty,

it's just not achievable.

That's not scalable.

I think having access to the data,

we haven't done a lot with that.

But knowing that we could look holistically across the institution to get a measure on,

I think seeing some of the data today too on how we're

doing year over year is the kind of level of analysis we want to

be looking forward to just look at how we're moving the bar collectively

on our overall responsiveness.

Also being able to look at it and see what are our biggest file type offenders,

and using that to create targeted trainings and outreach.

Well, let's talk about what was the roll out process.

So, I think you mentioned you have small pilot first.

Yeah. So I coerced a handful of faculty, chased them down.

Many of them were very willing.

So I have about eight or 10 faculty over the summer that we simply got Ally installed.

It was a very quick test to make sure it was working,

and then we turned it on in those eight to 10 courses.

I gave some language to the instructors on how to introduce it to their students.

There were a couple of videos,

one for the student and one for the instructor that Ally had that I shared with them.

We quickly crafted a support page for

the students in case they had questions that they could link to,

and basically told them to reach out if they had any questions or needed assistance.

Then towards the end of that,

those first courses, I reached out, I asked,

and I sent them a survey,

which they mostly didn't fill out,

but for the most part it was positive.

I use that mainly for us to learn what we needed to know.

I don't think there was any documentation we needed or issues that might

crop up so that when we turned it on for everybody, we'd be prepared.

We already knew it was going on for everybody.

Did you consult the institutional report at all before the pilot?

Not before the pilot.

Our time from installed to pilot,

was really only about two weeks.

Wow!

We moved really fast.

We got it through just before the price change,

got it installed, did some basic training for our team,

and then played around just a little bit,

and then turned it on for the pilot group,

and then kept trying to make sure we knew what we were talking about.

So we moved really fast.

This is the fastest roll out I've ever had here.

Really?

But it worked really well.

We didn't have any issues.

Again, I think the only issues we've had have not been with Ally.

It's been with the communication process, faculty,

and understanding what issues

are around those documents and whether or not we can alter them and how do we do that.

So it's really the issues that really run more around the documents,

and the training, and outreach for the instructors and not Ally.

So you went live in the fall?

We went live for everybody.

I turned it on a couple of weeks before the fall semester.

Was there a barrage of e-mails that happened?

What happened there?

No. We had introduced it to groups a couple of times.

We have a faculty development day,

three days a year.

So I had shown it as a coming attraction,

and looking for pilotors in May,

and then again in September,

I've shown it to people.

Or did you do the September? You did the September.

We did the September one.

Yeah.

You two did the September.

Two of them. Not in September,

but two of those kinds of presentations.

Yes. So I had shown

it as we were kicking off the pilot to a couple of faculty groups as a coming attraction.

Then when we turned it on,

they started doing the faculty development and other small trainings.

There were a few curious,

but not as many as I thought, actually.

I had a few people that reached out to me separately

or via our ticketing system to say, "Hey, what's this?"

Yeah.

We put up a push out in our newsletter,

on our blog, and on the login of the app.

Once you login to our Blackboard system,

we have the homepage.

We have more information about Ally.

So we had some information that Ally was now available.

They're scrolling to some more information.

So I think a few people clicked on that, hopefully.

A few reached out individually to say,

"What is this and how do I use it? "

Yeah. I would say it's overall been positive.

I think it's just been a little bit of a learning curve,

but nobody's complained that it's there yet that I'm aware of.

Maybe they're quietly grousing behind my back.

Any feedback from students when you rolled out from way you said you gave her a survey.

I didn't give out a survey,

a couple of people had used it and it's been a while since I looked at that information.

So a couple of people filled out the survey,

then used it and they found them useful.

I don't remember what format they did,

but just being able to download an alternative format was helpful.

From an instructional designer perspective,

how did you see those alternative formats

in terms of the pedagogy and your approach to inclusive design?

I think they're quite the boom.

But I mentioned earlier about trying to get instructors more

aware that they can give their students choice to how the students access the content.

Know if it's a PowerPoint,

not everybody wants to download a PowerPoint that

can be transformed to a PDF for other kind of things.

But also, I think it opens up course designs in a nice way to where

it adds more flexibility with how things can be presented and built out,

because someone doesn't need to like,

I have to have all of my lectures in a PowerPoint and

for one we know don't really want lectures in these courses.

I mean, they're highly facilitated,

they're not so much self paced.

So there's got to be a lot of interactivity,

and when you have choice for the kinds of file formats that you can interact with,

and that just increases interactivity.

Yeah, absolutely.

As you roll out across the whole campus,

have you been doing any workshops right now,

and what's been your process for continuing to up skill faculty?

We did our workshop at faculty development day in January.

We did one in the fall.

We did one in January,

and then met with a few people like individually as well.

Is that walking them through

content remediation strategies and accessible offering more or less?

Mostly. So in the workshops,

we've done at faculty development day.

For example, it's introducing the tool,

what it's therefore how it works,

general overview on accessibility,

and what this tool does for you.

In our one on ones or even small groups,

it's actually looking at their content,

and how to make their particular content accessible.

How to use the tool,

how to fix their content?

So a lot of it ends up going back to Microsoft Word,

and how to fix the content here,

for you at the back.

You mentioned the first place you've tried to start is

the syllabus has that been a key document that you've focused on.

Yes. So there's a lot of content in some of these courses.

So rather than having them feel like they have to do everything all at once so it's

focusing on those high use documents like everybody is going to access your syllabus.

You're probably going to use some version of that,

for the next course you're probably going to tweak it a little bit,

and for use that instead of creating it all new.

So starting with those kind of documents that you're going to use in

multiple courses or re-use those content.

Starting with that getting that accessible,

and then working your way out.

You have this slow,

baby step kind of way but you're getting there.

So, that seems to resonate with them that they feel like they can manage that.

You're not using a syllabus template or

anything like that you're kind of just working with it,

with the syllabus as they have to prove it.

You said you're doing templates a little bit in the online courses?

That's for the course design and layout on hold. But we do.

There are syllabi templates,

but it's almost more of

a political issue because each school kind of has its own look and feel.

So, the provost office would likely

need to spearhead more of a concerted effort around having

one template for all syllabi it has properly formatted headers

and things like that and some instructional language

that helps people look at all text that they need to do.

There some discussions going on about that. We're just not there yet.

Yeah. It's a hard one to convince its faculty to use a template.

I've also seen campuses that had

a template that were making faculty use that wasn't accessible,

and it's getting gang in the faculty using the template that you may be using.

Yes.

Yeah. I mean the other advantage of course,

if there is a template that they can use is that hopefully,

it has the correct disability services statement and it

has the correct accessible and all of that.

So that as that stuff gets updated.

Then they don't have a statement or whatever the statement is that's four years old.

Referencing people are no longer here.

Referencing people contact this person when they left three years ago.

That accessibility, working committee I mentioned

earlier this is actually one of the agenda items for the group.

So there's representatives from disability services,

from the various schools, from the provost office,

from all department from IT,

and other places the library.

Library.

So it's a pretty broad group focusing on some real efforts.

In that group started before Ally.

Definitely.

Yeah. It started initially as part of the OCR look at our public facing web site.

So but broader than that they chose not to just address the one issue,

but to look across at making sure that the statement is in

the contracts or software that we purchase or

technologies that we purchase that everyone can use it.

Making sure that software we are using,

for our staff as well that they can access the software that they need to use.

So much as just you.

You need to submit your time off,

your hours for that week.

That's accessible and usable.

But then moving to course content and things like

that's really looking at across everything and try to be proactive.

So the task force kind of brought together various pieces of the campus.

I mean it has Ally and now entered into that conversation at all?

Is there just disability services kind of taking advantage of Ally in any type of way.

What's the relationship there?

I'm not sure what disability services is doing.

They're not often enrolled in courses that they don't teach.

They can be at the request of the instructor if necessary.

We try to coordinate and communicate with them as much as possible.

I know they're aware of it.

One of their team was supposed to be at the workshop today.

She had a last minute cancellation.

So we tried to communicate with them as much as possible.

We have made the task force aware of

Ally because three members of the e-learning department sit on that.

So that when it goes into course content,

that's where we speak up.

So letting them know that it's there,

and that we're working with faculty on that.

Again, that wasn't the primary focus of the task force when it was convened,

but they saw no reason to limit themselves.

Now, so you basically finished your first semester,

and fully rolled out,

you're in your second semester.

What do you see as your biggest challenge right now,

especially we did a review,

you see your institutional report.

What would you say is your biggest barrier or biggest challenge at the moment?

PDFs that the instructor doesn't actually own the content for.

They've gotten it from a third-party,

wherever that third-party was,

and it's in a PDF format.

They don't have the original document,

so making not accessible and having that conversation.

I think that's the biggest challenge.

Alt text is easier,

because we know how to fix- we know what the answer to that is.

So we just have to get them to do it.

But for us, the challenge of an existing PDF that's not accessible or scanned,

an old chapter that got scanned,

and is not in the greatest of shape of deciding what the plan is for that.

So I think that's where we're a little stuck right now,

figuring out what the best plan is for that,

and being consistent with that answer.

Getting the librarians thoughts on that and

their interpretations of how that applies to

copyright law and what we are able and not able to do,

and make sure the message gets out to everyone,

"This is what we're able to do.

Overall, this is what we're able to do when we have a student with

a documented disability that requires assistance."

Just making sure everything's laid out crystal clear on. This is the page we're all on.

Yeah. Some of the things we've been doing is the library has,

in terms of documentation and training that's more on

demand is the library has accessibility,

save it for all of their databases and content types.

We have one for a checklist type of thing,

although it's fairly long on content types.

So people can go through,

and it's in the form of questions,

does your images have Alt text?

Did you do this? Did you do that?

They can just walk through and go, "Yes/no."

whatever for their, well, is it a PDF,

is it a Word document or a PowerPoint or an image,

whatever, and with links out to documentation on how to fix it.

So creating that outside of Ally that we can easily link to as well.

Our instructional design team is creating a,

for lack of a better word, compliance.

So a little self-paced module on accessibility that

people can walk through that is using some of this content.

So I think we've mostly got ourselves up to speed.

There's always the question we don't know the answer to.

So now, making sure we all have

the same answers and are communicating now a consistent message to the faculty.

That is something that they feel like they can do that is not beyond their capabilities.

Yeah. You mentioned early on it was you pursuing and up skewing your own knowledge.

Has that been a teamwide endeavor of really building your skills and knowledge?

I would say the best way to build those skills,

because Danielle mentioned the same thing for the accessibility checklist.

I just didn't have time so I tasked her to do it.

Having to go find out what those answers are

and how to do it so she could write the documentation,

was the best way to get her skills up today.

I didn't realize the reading order in PowerPoint was like this. Fascinating.

I feel like I want to do that.

That a lot of it I knew about but some of it I didn't it,

and a few things I knew about but didn't know how to fix.

I'm like, "Oh, how do I do that?

Oh, right like that."

The obvious things, the headers,

the tagging, the Alt text.

Those were all things that were already in my skillset,

and I was already using.

But then, to go back through some of the other things,

like I said the reading order in PowerPoint list.

I had no idea it worked like that.

I feel like I want to do that,

as I met everybody in the department now,

because it's that typical thing.

Don't just read about it, go do it.

So if everybody had to write something about how do you do this,

they would actually learn how.

Isn't it funny, good pedagogy applies across the board credit.

Learn by doing it,

whether it's in the classroom or in your own personal learning.

Very cool, very cool.

Well, I guess in closing out,

so it sounds like you have a plan here,

you've got your areas that you're focusing on,

you've got some still existing challenges that you're working through.

Was there anything surprising when we looked at the data review,

anything eye-opening that is shifting your direction or-

There are more downloads on the alternative formats than I expected,

and more I think actually, which is encouraging.

I felt like the number of people who at least attempted to

fix one of the documents was higher than I expected.

So that's really encouraging.

I shouldn't be surprised because our faculty really,

I think do want to do the right thing.

They're just like everybody else, they're so busy.

But that was nice to see.

The amount of scanned PDF seems to be going down a little bit. That makes me happy.

Always a good thing.

That's one of few-

Some good progress on the Alt text.

That looked really good.

So that's definitely something there. The headings.

Heading space.

Heading was really good.

I've been pushing that with people as a work saver for them.

So, what's in it for me?

This is what's in that for you and by the way-

Yeah. No. Definitely, I talked about in

the workshop to really improved my content authoring,

using the styling, and being consistent.

They're really much more usable.

Do you think instructors are

drinking the Kool-Aid that there are benefits to all students?

Something that we push around in our message.

Do you see that happening?

I would say, yes. We are a unique population in some ways,

but our primary programs are school led.

So we have education faculty who,

because they wanted to help people.

We have art therapy and counseling psych.

So these are people who are dealing with people who have

challenges and may have accessibility challenges,

whether they're cognitives or physical,

so they want to help these people.

So we've now given them the tools to do that.

So I think now that they know,

they want to fix it.

It's just really, it is a learning how and finding the time.

So helping them create a plan.

Really cool to hear from Robyn, Kristina, Danielle,

and Heather about their journey to a more inclusive education.

From their websites to their course content to their course designs.

That spirit of social justice, equity,

access, really permeates across all their activities.

It's the spirit of that campus.

It's exciting to see them using Ally as part of

that broader solution to providing their students a more inclusive experience.

So where's the tour going next?

Well, check out the map at tour.ally.ac and look out for Episode Three coming soon.

Join the tour along with the rest of the Ally Community at tour.ally.ac.

You can catch the latest updates on Instagram and Twitter

at #allytour2019 and listen to stories of inclusion

from our community champions on

the Ally Tour 2019 podcast series

available on SoundCloud or in your favorite podcast app.

We look forward to seeing you at the next stop on the road to IncluCity.