Moving from on-campus to online

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Acknowledgement of Country

Griffith University acknowledges the Traditional Custodians of the land which we are meeting and pays respect to the Elders, past and present, and extends that respect to all Aboriginal and Torres Strait Islander People

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Griffith's Unique Approach

- Researching & implementing Assistive Technology

- Position within the Digital Solutions working collaboratively with the Accessibility & Disability Team on systemic and individual student solutions

Pre-COVID

- 5 physical campuses and 1 digital campus

- Assistive Technology (AT) labs setup on each campus with a range of hardware and software

- Users electronically book and access labs

- AT software and hardware spread through campus labs and schools

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Which path to take?

- Path forward became unclear

- How can we continue to assist our students and staff at home?

- How do we move AT into their homes?

- How do we trial and test solutions?

Budgets and Resources

- Budgets and project funds decreasing

- A need to be more resourceful

- Incorporation of accessibility features included in our existing software

AT Providers

- Assistance from suppliers (specifically those which we had existing relationships)

- University and non-university purchased software installed temporarily at home has given our students and staff the ability to continue their study and work

- Benefit of testing non-university software, at no cost

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Instructions and equipment for home use

- Creation of clear and accessible install instructions

- Students and staff were given a range of install options

- Griffith came on board early and put procedures in place

  - Project Cool-Aid

  - Fast track process for PWD

Read&Write/Microsoft Suite

- At Griffith, we use Read&Write on all university and home machines

  ➢ PC & Mac

  ➢ Chrome extension

- We use the Microsoft Suite of applications

  ➢ Features are being continuously worked on and rolled out

Microsoft Suite

- Immersive reader (desktop vs online)

  - ➢ Page Colour

  - ➢ Line Focus

  - ➢ Text Spacing/Column Width

  - ➢ Syllables

  - ➢ Read Aloud

- Dictate

- Translate

Challenges

- Communication methods

- Sense of urgency in task completion

- Extra pressures on staff

- Lack of research before solution rollout

- All situations different at home (wifi, age of machine, IT experience)

Captioning

- Changing face for captioning

- 'Uncaptionable' areas needed to be captionable – how?

- Range of presentation methods used by lecturers, which led to a range of captioning methods

Learning & Teaching Community

- Groups of like areas joined together forming 'COVID' action groups

- Assisting all involved in Learning & Teaching

  - lecture delivery

  - exams

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Moving Forward

- Will study from home replace study on campus?

- Do we need to change our focus on how and where we incorporate assistive technology into the university environment?

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Supporting our students

- Supporting our students and staff has always been our priority

- Communication will be key as we navigate this new path

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Future Research

- We are always on the look out for innovative solutions to assist our students

- Giving our students the ability to trial these solutions, gives us feedback to determine whether these solutions are viable