Student Assessment Tool for It's an IDEA Sample Post-Pre Survey

IT'S AN IDEA (Inclusion, Diversity, Equity and Accessibility): Learning to Foster Authentic Inclusion for Accessibility Through VR Simulation

We have designed this survey to be given at the <u>end</u> of the simulation. It is implemented using a digital survey too for grading and accessibly reasons. The items will ask you to compare where you believe you were **BEFORE** beginning the simulation to where you believe you now, **AFTER** completing the simulation. So, knowing what you know now, please rate yourself twice on each of the items below using the following scale:

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1 = poor	2 = limited	3 = average	4 = very good	5 = exceptional
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BARRIERS TO ACCESSIBILITY SURVEY

Attitudinal	1 Before	2 Before	3 Before	4 Before	5 Before	1 After	2 After	3 After	4 After	5 After
I was/am aware of the impact of invisible disabilities (cognitive/learning, visual, hearing, chronic pain, mental health, etc.).										
I recognized/recognize disability as a universal human experience that anyone can experience at any time.										
I was/am aware of my own biases and assumptions about disability.										
I could/can recognize ableist attitudes/assumptions/stereotypes when they arise.										
I was/am comfortable challenging ableist attitudes/assumptions/stereotypes.										

Organizational/Systemic	1 Before	2 Before	3 Before	4 Before	5 Before	1 After	2 After	3 After	4 After	5 After
I was/am aware of the standards to remove and prevent barriers for people with disabilities outlined in the Accessibility for Ontarians with Disabilities Act (AODA).										
I was/am aware of the systemic barriers to accessibility that can be present in policy, systems, or procedures										

Architectural/Physical	1 Before	2 Before	3 Before	4 Before	5 Before	1 After	2 After	3 After	4 After	5 After
I was/am aware of the impact of the physical environment on people with disabilities.										
I was/am familiar with considerations for accessible physical space (e.g., lighting, font size/signage, parking, width of sidewalks/entrances/exits, doors/doorknobs, elevators, ramps, washrooms, etc.).										

Information/Communication	1 Before	2 Before	3 Before	4 Before	5 Before	1 After	2 After	3 After	4 After	5 After
I was/am familiar with different learning disabilities and the types of academic accommodations used by students with learning disabilities.										
I was/am familiar with the Principles of Universal Design for Learning (UDL) that include providing multiple ways for students to engage with course content, offering information in multiple formats, and providing multiple means for students to express their learning.										
I was/am familiar with the Ontario Human Rights Commission (OHRC) policy on accessible education.										
I was/am familiar with the signs, symptoms, and treatment of a concussion and/or traumatic brain injuries (TBI).										

Technological	1 Before	2 Before	3 Before	4 Before	5 Before	1 After	2 After	3 After	4 After	5 After
I was/am familiar with the various ways to make technology accessible to persons with disabilities (e.g., text-to-speech, magnification lens, alt-text, re-colouring options, volume settings, etc.)										
I was/am familiar with accessibility considerations for technology around usability, navigation, lighting, etc.										

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