



## Now and In the Future: Using Design Principles for Profound Change

No one should have to suffer through products and services that get in their way  
(World Usability Day, 2018)

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## What we will discuss

- How we got to this point
- Exemplars to begin our thinking
- The local picture-the teaching environment
- The broader picture-the university policy and resource environment



# What brought us to undesign and redesign

- Our students
- Our lives, colleagues, and interests
- On-line and on-campus education challenges, learning, technology, and fun



## Definitions

- Design-A creative human activity that is inherent in all people (Fisher, 2016); a well-informed, creative, problem solving process with intentionality of purpose as its end point (DePoy & Gilson, 2018)
- Usability-Usability has multiple components and is traditionally associated with these five usability attributes: learnability, efficiency, memorability, errors, and satisfaction" (Nielsen, 2001)
- Undesign-Movements and theory in this tradition seek to create environments, products, and spaces which respect, represent, and respond to humans as unpredictable, organic beings, thereby removing rigid corsets from what is fashioned; Necessary before redesign (DePoy & Gilson, 2018).



# A Vision Applied to Redesigning Higher Education





## Design of Our Current Efforts

- Set of policies, laws, and rules to assure access for students who qualify on the basis of an eligible condition
- This method has resulted in improving access to education for individuals representing populations who had previously been excluded
- **The focus is on telling faculty what accommodations each student needs to succeed in light of impairment**



## Local Exemplar

- Timed tests: Accommodation: more time on a timed test for student with learning disability
  - Purpose?
  - Testing or something else?
  - Timed or not
  - What venue (online or on campus, etc)?



## Undesign guidelines-local context

- Healthy skepticism-not cynicism
- What do we want our students to know and how? How do we know if they achieve learning outcomes?
- Why and for what purposes do we design our classrooms and teaching as we do?





## Undesign guidelines con't

- In what context are courses delivered and what is the role of technology in the delivery as well as in the learning?
- Forensic analysis- What is failing
- Why are we doing this and not that?
  - How do purpose and content justify method or not?



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## Local Example-Undesigning the Timed Test

What and how students should know	Introduction to diverse world views of disability Access scholarship and other resources
Why	Be equipped for social change praxis that is just, innovative, non-segregating, and non-stigmatizing
Context and tech resources	On-line and on campus Devices, LMS, CITL
Forensic analysis-what failed in our assessment?	Student anxiety, learning for the test, instrument invalidity (are we testing what we want to know)
What this and not that?	We learned it way back when



## Redesign

- What could/should be?
- What fits within **and advances** the contemporary educational context?
- What contemporary resources have we not yet mined and what still needs to be invented?



## Local Redesign Example-Back to timed tests

Recall the purpose

Learn diverse viewpoints in order to be equipped for contemporary social change praxis that is just, innovative, non-segregating and non-stigmatizing

- Eliminate, since we do not have a timed need for innovation (unlike CPR)
- Replace with untimed tests hosted on-line to meet the diversity of learning styles
- Use alternative assignments to meet the diversity of student needs and preferences



## The Broader Picture-The University Policy Environment

- Example-A student with TBI whose behaviors were not “filtered”
- How does the student fit into a context concerned with respectful interaction, deadlines, classroom civility, or does the student not belong?
- If we accept the student, who can/should help and how?



## Undesign

- What is the purpose of the public university and who belongs here?
- What are our admission policies to degree programs, to our classes, to other parts of the university environment?
- What are our grading policies and why? Do we curve or not and what are the purposes for such decisions? Do we even grade and why?
- Why are we still using the same methods that we learned in our own formal education?
- How do we use technology? For example, it is OK for students to use speech to text for writing papers?
- What is the best role for Accessibility Services?
- Barriers-"If it ain't broke"
- Perceived faculty reluctance (not my job)



# Redesign

- It takes a village
- We need to talk
- The model for structuring conversations and expectations for advancement-technology proliferation in the academy
  - We can and must change
- Redesign Accessibility services-” Give a **“man”** a **fish** and you feed **him** for a day. **Teach a “man” to fish** and you feed **him** for a lifetime (Respectfully quoted, 2003) – translates for us to move praxis from “one by one” accommodation to global university wide faculty education and technical assistance for learning redesign
- Example-The student with TBI-should the student be admitted? For what degree or other resources. Why? Why not? If admitted, what help (if any), how, and by whom?



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# Thank You!

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