Online Learning: Checklist for AAS Students

We invite all students to engage with new ways of receiving material, participating in courses, and demonstrating knowledge. Students, faculty, and AAS are partners in inclusive education—which extends to online learning.

Be Curious

- Consider how your accommodation needs may be the same, or different, in an online environment. Sometimes, online learning can be helpful in removing disability related barriers to learning; however, other barriers may continue or change in an online environment.

- Consider your online learning strengths and needs. Access your new online environment and assess if your current accommodation plan may need to be modified, or if it will work in its current form. If something is not working, reach out to your Accommodation Facilitator.

- Discover yourself as an online learner. It may be helpful to try a practice online test or activity to better understand yourself as an online learner and assess your strengths/obstacles in this setting.

Be Engaged

- “Show up” to class. Treat online classes like an in-person class: set dedicated time each week for each online lecture. Take notes on online lecture content like you would in class, for example, and put concepts in your own words; illustrate ideas with examples.

- Manage your time. Set dedicated time aside each week to review lecture notes, practice problems, create flashcards, and work on assignments. Don’t forget to schedule downtime, relaxation, exercise, and social time and prioritize self-care. Keeping a routine is the key!

- Minimize distractions. Minimize distractions by using website blocking apps or focus apps (like StayFocusd or Freedom). If difficulties with focus are critical aspects of your disability, this is especially important.

- Participate. If online discussion groups are available, ask questions and discuss topics with your peers, TAs, and instructors.

- Test yourself. Use practice questions in your course material or use apps like Quizlet to create your own. If you get stuck, review the lecture content and use your textbook to find possible solutions. Don’t forget to use online discussion groups and forums to get and give support.
Be Connected:

- Communicate with your Faculty/Instructors. Try to work with your instructor to implement your accommodation needs. Remember: you never have to provide medical information or disclose a diagnosis to an instructor. Focus on strengths and removing barriers that you may be experiencing in the context of the specific course.

- Use email to contact Ryerson staff (AAS, Advisors, Department, etc...). Reach out when you need help! Staff and faculty can always refer you to the right person if they are not able to answer your question or provide you with the appropriate support.

Be Resourceful: Additional Resources

For more information about learning with a disability at Ryerson, visit: https://www.ryerson.ca/studentlearningsupport/academic-accommodation-support/

- General Enquiries: aasadmin@ryerson.ca
- Facilitator Contact Information
- Assistive Technology Support: suzanne.macarthur@ryerson.ca
- Learning Strategy Support: sydney.tran@ryerson.ca

Further health and well-being support:

- Ryerson Centre for Student Development and Counselling
- Good2Talk Student Helpline
- Public Health Ontario

While some courses work well in online formats, not all courses designed for in person delivery will shift easily into a virtual environment. AAS expects that students will make reasonable efforts to assess their needs and reach out for support in a timely way while we go through this transition together.