

Course syllabus

Technological Applications for Disability Access

EGN 4932/EGN 6933/IDS 4956 JG23(31641)

Location: London, UK

Academic Term: Spring 2024 (May 5th – May 12th)

Instructor(s):

Jenna Gonzalez

Director, Disability Resource Center

Jenna04@ufl.edu

Pingchien Neo

Director, International Engineering Programs

pneo@eng.ufl.edu

Office Hours: Appointment as needed

Course Description

This is a 1-week experiential learning experience in London. The UF in London Technological Applications for Disability Access program will give students the opportunity to understand and learn about disability access in London and the role of technology in facilitating access and wellbeing for all citizens. Students will visit private, governmental, and non-profit organizations to learn about inclusive design in urban planning and learn about the use of laws, policies, and advocacy for social change.

Students will get to explore London and learn about the challenges and opportunities associated with disability access in urban environments. Students will also visit iconic landmarks in London and experience British culture in the 1-week program.

Course Pre-Requisites / Co-Requisites

NA

Credits:

1

Purpose of the course:

Students will engage in formal learning with the instructor, participate in cultural and industry sites visits, and partake in active-learning activities. Students will spend 4-8 hours a day on the different types of learning activities or cultural activities.

Course Objectives

By the end of this course, students will be able to:

- Understand the historical and cultural aspects influencing disability access in London and the U.K.
- Compare relevant laws and regulations related to accessibility between U.S. and U.K.
- Learn about organizations, advocacy groups, and technological companies working on disability access in London
- Examine the role of accessibility in technology for promoting inclusivity
- Discuss ethical considerations in designing technology for diverse user needs

Materials and Supply Fees

NA

Required Textbooks and Software

NA

Recommended Materials

See Canvas Page

Course Schedule

See Canvas Page

Course Communications:

Please enable notification on canvas, so you can receive the announcements posted on canvas. Please email or message us on canvas if you have any questions.

General Communication Guidelines:

- Treat instructor and fellow students with respect
- Use clear and concise language.

Email Guidelines

- For general inquiries regarding the course, please email the instructor.
- Treat instructors with respect, even in email or in any other online communication.

Attendance Guidelines:

Excused absences must be consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.

Instructional Methods:

Site visits, guest speakers, and group interactions

Grading Policy

The following is given as an example only.

Percent	Grade	Grade Points
93.4 - 100	A	4.00
90.0 - 93.3	A-	3.67
86.7 - 89.9	B+	3.33
83.4 - 86.6	B	3.00
80.0 - 83.3	B-	2.67
76.7 - 79.9	C+	2.33
73.4 - 76.6	C	2.00
70.0 - 73.3	C-	1.67
66.7 - 69.9	D+	1.33
63.4 - 66.6	D	1.00
60.0 - 63.3	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grading Policies & Grading Disputes:

Reach out to the instructors if you have any questions about your assignment grading. Please review the comments on your assignment.

Grading Scale:

Participation: 70%, Final Report: 30%

Participation:

Participation will be based on attendance and interaction during seminars and excursions. Each day missed will result in 10% of the class average being deducted unless they are excused.

Final Assignment:

Progression of Why Assignment: This is your final assignment to turn in once you return from London. Please see the canvas assignment page for all details. Reach out if you have any questions.

- **Purpose:** The purpose of this assignment is for students to depict their “Progression of Why” they joined the Study Abroad trip to London.
- **Objectives:** Students will express their “why” before they sent on the trip, the “why” during the trip, and the “why” as the trip was completed. Students will present this profession of why in a format of their choosing that best fits the meaning behind their why.
- **Assignment Details:** The Progression of Why is a powerful story to tell. Students can tell this story in any of the following ways. The list is not exhaustive, and students can reach out to Jenna or Ping if there are other ideas they would like to create. **You must have instructor permission if it is not on the list below.**
 - Podcast
 - Zoom recording
 - Comic book strip
 - Painting
 - Poem
 - Reflection paper (please no more than 3 pages double spaced)
 - Power Point
- **Assignment Rubric:**
 - 30pts: Explanation of why this trip was picked
 - 30pts: Explanation of why developed on the trip
 - 30pts: Explanation of why once the trip was completed
 - 10pts: Creative and clear message to the instructors about your Progression of Why

Make-up Policy: There is no system for making up for missed expeditions. If you need extra accommodations please reach out to the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> - more information below.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

****Please make sure to request a Study Abroad Accommodation Letter to share with Ping & Jenna****

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor in this class.

If there is any cheating involved, there will be an automatic zero in the assignment and zero all submission points. Further action will be taken.

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- Pamela Dickrell, Associate Dean of Student Affairs, 352-392-2177, pld@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Disability Resource Center: disability.ufl.edu and 352.392.8565

Counseling and Wellness Center: <https://counseling.ufl.edu>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling; <https://career.ufl.edu>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>;<https://care.dso.ufl.edu>.

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>.

Signature Assignment: Progression of Why

Progression of Why



Purpose:

- The purpose of this assignment is for students to depict their Progression of Why they joined the Study Abroad trip to London.

Objectives:

- Students will express their "why" before they sent on the trip, the "why" during the trip, and the "why" as the trip was completed.
- Students will present this profession of why in a format of their choosing that best fits the meaning behind their why.

Assignment Details:

- The Progression of Why is a powerful story to tell. Students can tell this story in any of the following ways. The list is not exhaustive, and students can reach out to Jenna or Ping if there are other ideas they would like to create. **You must have instructor permission if it is not on the list below.**
 - Podcast
 - Zoom recording
 - Comic book strip
 - Painting
 - Poem
 - Reflection paper (please no more than 3 pages double spaced)
 - Power Point

Assignment Rubric:

- 30pts: Explanation of why this trip was picked
- 30pts: Explanation of why developed on the trip
- 30pts: Explanation of why once the trip was completed
- 10pts: Creative and clear message to the instructors about your Progression of Why

Points 100

Program Itinerary

Day	Date	Location	Morning	Afternoon	Evening
1	Sunday 5 May 2024	London LHR	Arrivals	Transfers, check into London hotel: Travelodge London City, 20 Middlesex St, London E1 7EX	5:00 PM Orientation followed by 6:00 - 7:00 PM Office hour at hotel for individual questions
2	Monday 6 May 2024	London	11:00 AM Changing of the Guard, Buckingham Palace	2:00 - 4:00 PM London Walks 'Old Westminster' 5:00 - 6:00 Office hour at hotel	Welcome meal
3	Tuesday 7 May 2024	London	11:30 AM : Tour of Google Accessibility Discovery Centre	2:30 PM: Tour of Arup, 80 Charlotte St offices led by Arup Inclusive Design team (Mei-Yee Man Oram - Arup Team Leader)	Free
4	Wednesday 8 May 2024	London	10 AM London Walks 'Tour of Olympic Park'	2:00 PM - 4:00 PM: Tour / Talk of the UEL Rix Centre at Dockland Campus. (Director of Rix Inclusive Research, Gosia Kwiatkowska)	Free
5	Thursday 9 May 2024	London	10 AM Science Museum, South Kensington London. Talk and tour of Technicians and Engineers Gallery, with Steve Dering, Director, Strategic Partnerships, Direct Access Consultancy Fiona Slater, Head of Access and Equity, Science Museum Ben Russell, Curator Mechanical Engineering,	2:30 PM Accessibility tour of Tottenham Hotspur Football Stadium, Tottenham, London	Free

Day	Date	Location	Morning	Afternoon	Evening
			Science Museum		
6	Friday 10 May 2024	London	11 AM Talk and Tour of Barnet 'Fair Play' Accessible, Inclusive playground , Barnet, London.	2 PM CENMAC, Charlton Park Academy, Charlton Site, Charlton Park Road, London SE7 8HX. Session led by Kathryn Stowell and Beranger.	Free
7	Saturday 11 May 2024	London	Free	Free	Free
8	Sunday 12 May 2024	London USA	Transfer to LHR		

Sample Course Assignment 1

Video: Shared with permission

https://drive.google.com/file/d/1kWhQIRKXgS9h9Mt1sPCBVv2C5xdi_veq/view

Sample Course Assignment 2

Video: Shared with permission

https://drive.google.com/file/d/1y_tGL4L50hQ8Grf3dBeoQQ12XhcE_d4S/view?usp=drive_link

Sample Course Assignment 3



Table of contents

01 Before My "why" for picking the trip	02 During The development of my "why" on the trip	03 After What my "why" is now
---	---	---





Why #1

One reason **why** I wanted to go on this trip initially was because I am registered with the DRC and I was intrigued about different accessibility technologies in a different country



Why #2

Another **why** for going on the trip, is because I wanted to go to London in order to see all the old buildings and enjoy the history there





Changing “Why”

Since the program focus on disability resources, I much more aware of what was and wasn't accessible than normal. I even started a list of ideas I had to help fix some of the problems I saw.

Ideas from Trip

This list is from the Study Abroad trip and contains the ideas I has for accessibility as mentioned in the previous slide. Some were specific to a place we visited, but they all could be applied to anywhere.

All these spawned from the science museum

- Use headphones for exhibits
- Noise problem: hang things
- Noise problem: have buttons for audios rather than all the time
- Untouchable models: small 3d printed touchable version

- Button for longer street crossing
- Noise for street crossing
- Longer elevator times
- Audio and visual elevator indicators
- Larger font with more clear symbols(university)
- For Equality Act 2010: if an organization can't make good enough adjustments "reasonably"; checked to make sure is true and if problem is funding gov should supply grants
- tubes with automatic ramps
- Booklets or audio for other languages
- Tactile cards and pamphlets



03 After



New "Why"

Now that the trip has completed my **why** has changed to wanting to use what I have learned to change how things are done here. The U.S. does a lot less for people with disabilities when compared to the UK. I would like to try and work on bringing some of the ideas I had to life here.

