



# Embedding Principles of Universal Design in Remote Instruction

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Centre for Innovation in Teaching & Learning  
and  
The Blundon Centre

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# Session Hosts



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# Presentation Outline



- Overview of UDL
- Why UDL?
- Strategies and examples of incorporating UDL
- Resources to assist with course planning

# Session Goal



Identify and discuss ways UDL can help you optimize learning for all students in your course.

First, lets take a moment . . .

**In the chat box:**

Note the types of activities you typically use in your course?



# Universal Design for Learning (UDL)



The Universal Design for Learning Guidelines

CAST | Until learning has no limits

## Provide multiple means of Engagement

Affective Networks  
The "WHY" of Learning



## Provide multiple means of Representation

Recognition Networks  
The "WHAT" of Learning



## Provide multiple means of Action & Expression

Strategic Networks  
The "HOW" of Learning



Access

## Provide options for Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

## Provide options for Perception

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

## Provide options for Physical Action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

# UDL Priorities



- Teaching to the Margins
- Creating Expert Learners
- Planning Proactively
- Enabling Access
- Providing Flexibility in Getting to Learning Outcomes
- Explicitly Addressing Expectations and Structure
- Frequent, Varied Assessment





# Key UDL Principals

A person with a disability can:

acquire the same information

engage in the same interactions

enjoy the same services

in an equally effective,  
equally integrated manner,  
and with substantially  
equivalent ease of use

as a person without a disability.

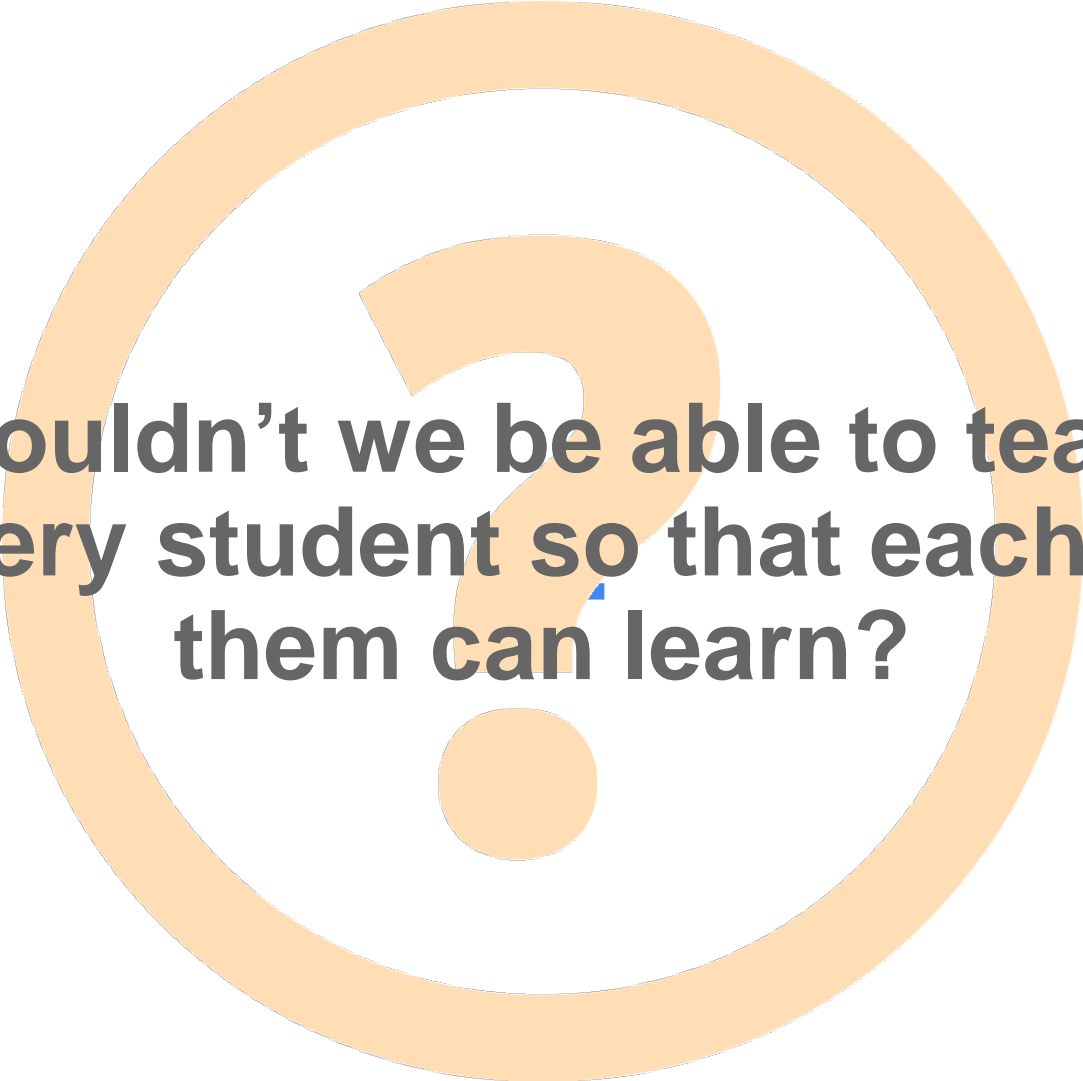
- Additional/alternative supports benefit all learners, not just those with disabilities.



# The 'mythical middle'

What happens when we design and deliver courses for the 'average learner'?





**Shouldn't we be able to teach  
every student so that each of  
them can learn?**



# UDL vs. Accommodations



- **UDL is not about simply accommodating students with disabilities**
- **Eliminating academic accommodations is not the goal, but it may be the result**
- **Designing for difference (neurodiversity)**
- **Teaching to the margins**

## Provide multiple means of **Engagement** →

Affective Networks  
The "WHY" of learning



- Learner inventories or profiles
- Group selection based above
- LMS to engage students outside of class time
- Social media to engage learners
- Skype of office hours
- Mid-semester evaluations of teaching (start-stop-continue)
- Peer review/assessment
- Rubrics
- Video or audio feedback
- Scaffolding assignments (checkpoints, 'mile markers')
- Student response systems

## Provide multiple means of **Representation** →

Recognition Networks  
The "WHAT" of learning



- Variety of strategies (lecture, slides, videos, role plays, debates)
- Open Educational Resources (OERs)
- Providing lists of key concepts, skeleton notes
- Study guides
- Allowing/requiring students to take notes & post in LMS
- Small and large group discussions
- Ensuring accessible documents (Word, PDF)
- Distribute slides before or during class - Google Slides

## Provide multiple means of **Action & Expression** →

Strategic Networks  
The "HOW" of learning



- Variety of assessment methods
- "Menu-style" approach to assessment (choice)
- Allowing students to choose the value of assignments
- Use of group work (instructor-chosen groups)
- Flexibility in assessment formats
- Mix of individual and group assignments
- Encouraging the use of collaborative technology (Google docs, Miro, Trello)
- Peer evaluation



# Resources



- YouTube videos with subtitles/closed captions
- Present with real-time automatic captions
- Course Resources (Reserves)
- Creative commons search tool
- Sample assignment template
- Syllabus
- Guide - Preparing your Course
- Course setup kit

# Question #1

## True or False

UDL means that all curriculum has to be overhauled and redesigned

# Question #1 - False

- UDL is best implemented in baby steps
- Start by offering two alternatives for expression
- Ask your students about their preferences – offer choice
- Be willing to try new ideas and get student feedback



# Question #2



## True or False

UDL only benefits the students

## Question #2 - False

### **Instructors report more enjoyment**

- Less repetition in assignments
- More student engagement
- Teaching and learning become more creative
- Students take more ownership of their learning

# Think Back

At the beginning of this session you were asked to note some typical learning activities you use in your courses. Considering this session, can you think of a way that you could alter one of those activities to make it more inclusive? (Please feel free to share in the chat box)

# Contact Information



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