

Embedding Principles of Universal Design in Remote Instruction

March 9, 2021

Centre for Innovation in Teaching & Learning
and
The Blundon Centre

Land Acknowledgement: We acknowledge that the lands on which Memorial University's campuses are situated are in the traditional territories of diverse Indigenous groups, and we acknowledge with respect the diverse histories and cultures of the Beothuk, Mi'kmaq, Innu, and Inuit of this province.

Session Hosts

Stacey Alexander

- Online Course and Educational Resource Developer, CITL

Pam Phillips

- Senior Instructional Designer, CITL
Per-course Instructor, Faculty of Education

Keith Power

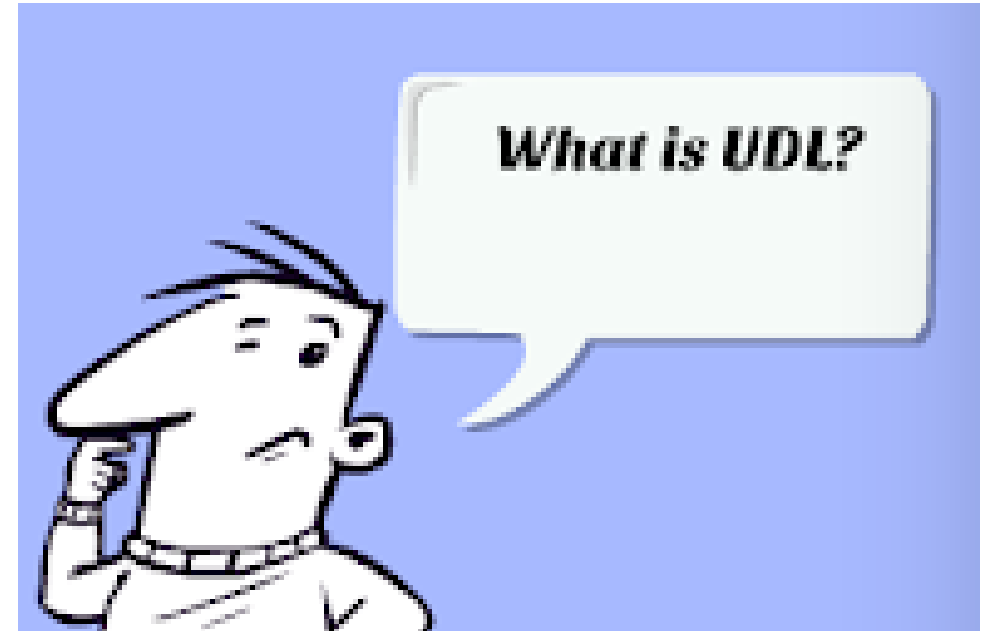
- Educational Developer/Teaching Consultant, CITL;
Per-course Instructor, Faculty of Education

Jason Geary

- Manager, The Blundon Centre;
Per-course Instructor, Faculty of Education

Presentation Outline

- Provide an introduction of key UDL principles
- Identify why UDL is important for teaching and learning?
- Share strategies and examples of incorporating UDL
- Provide resources to assist with course planning



Question 1

True or False?

UDL means that all curriculum needs to be
overhauled and redesigned

Question 1 Answer: FALSE

- UDL is best implemented in baby steps
- For example: start by offering two alternatives for expression (presentation vs. written paper)
- 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 Answer: FALSE

Instructors report more enjoyment when using UDL

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

The 'mythical middle'

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



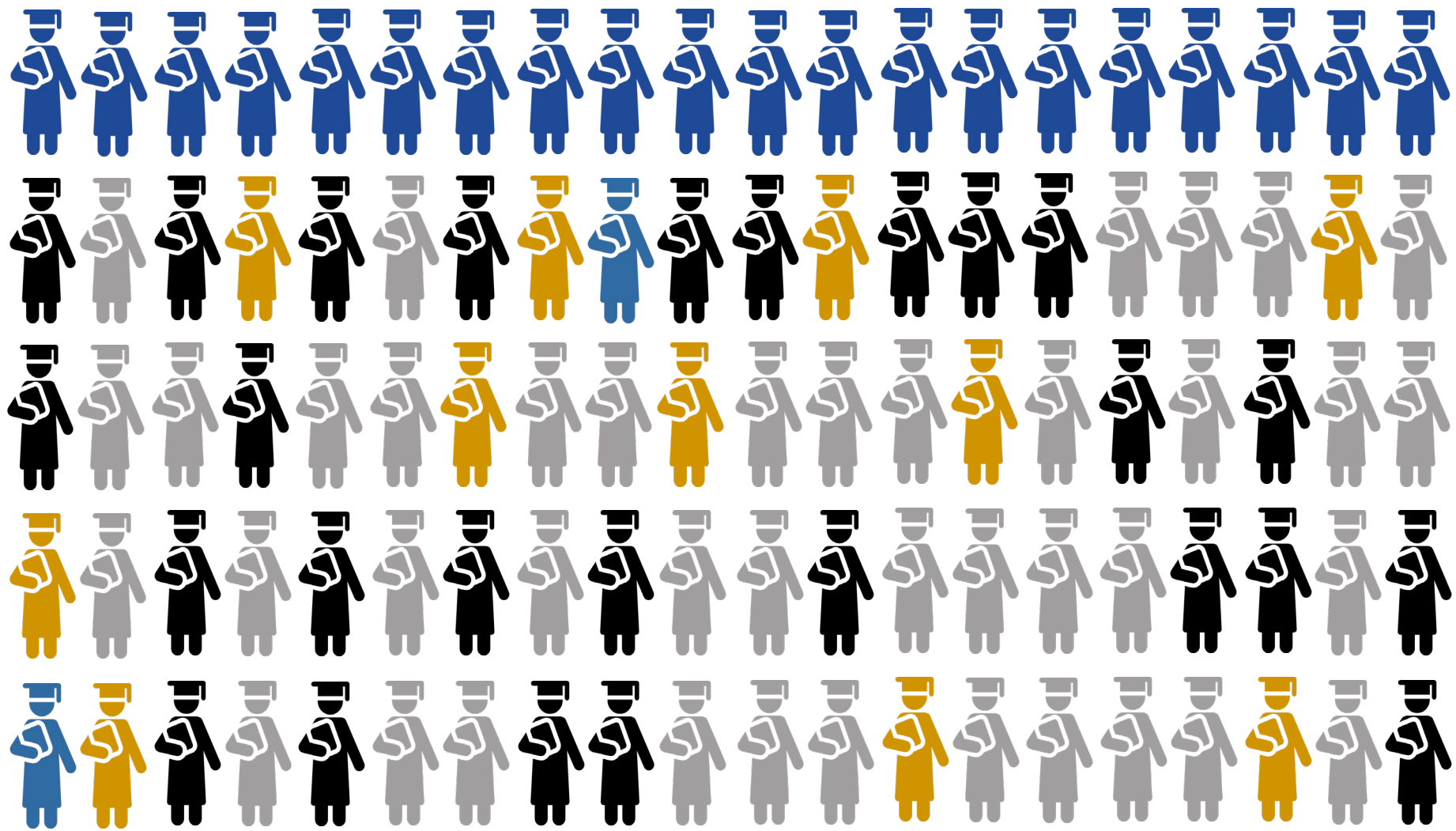






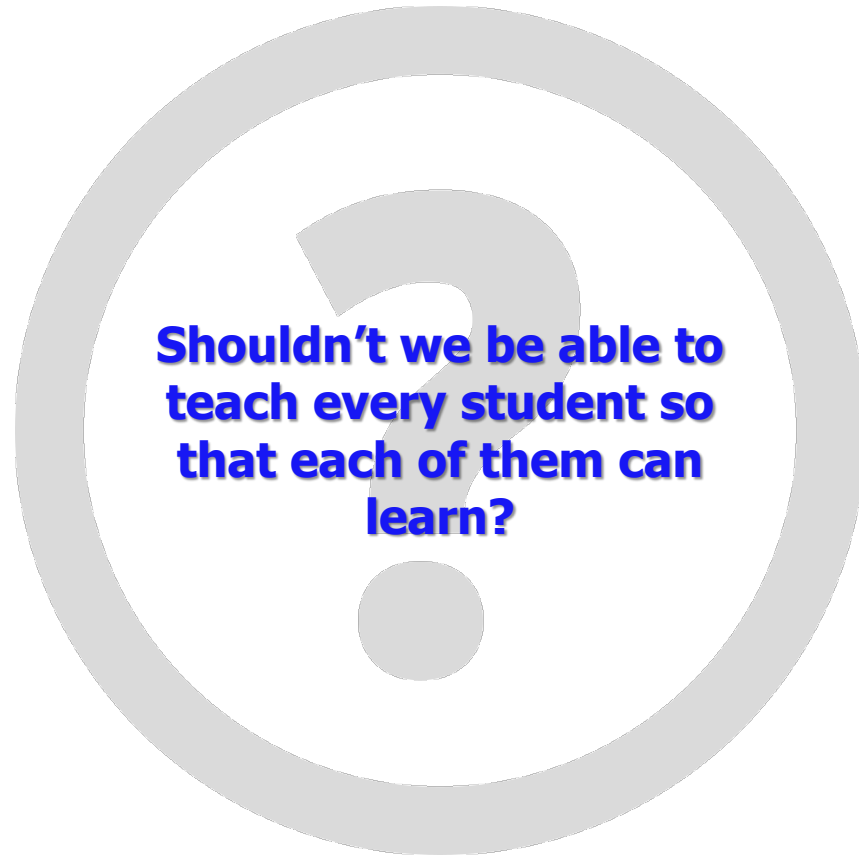








UDL vs. Accommodations



- UDL is not about simply accommodating students with disabilities
- UDL is not eliminating the need for academic accommodations is not the goal
- UDL is designing for differences (i.e., neurodiversity)

UDL Priorities

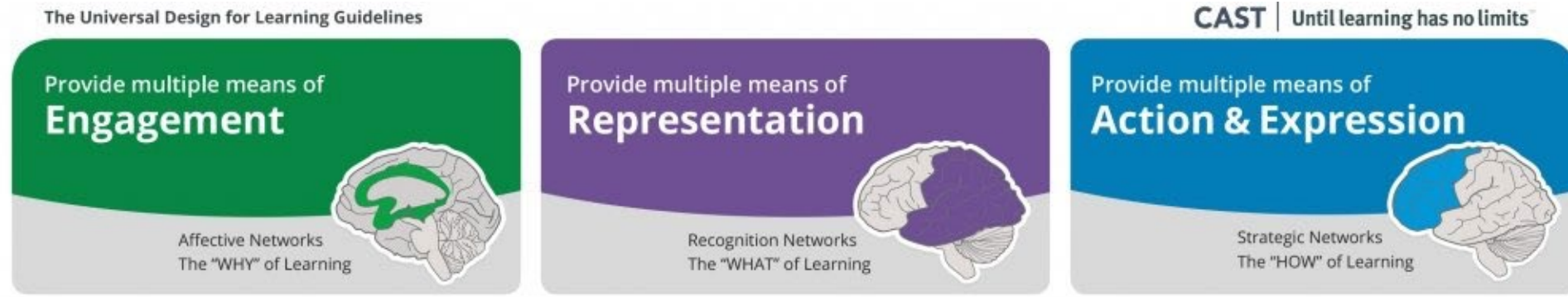
- Teaching to the Margins
- Creating Expert Learners
- Planning Proactively
- Enabling Access
- Providing Flexibility in Getting to Learning Outcomes
- Explicitly Addressing Expectations and Structure
- Frequent, Varied Assessment

Now let's take a moment...

In the chat box:

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

The Universal Design for Learning Guidelines



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



- 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

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Provide multiple means of
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The "HOW" 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

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Provide multiple means of
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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

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STUDENT RESOURCES & ACCOMMODATIONS

UDL Considerations

Often accommodations are placed at the end of a syllabus. From a UDL perspective, consider placing information about support systems, including accessibility, at the top of your syllabus. This ensures that students see the supports available and sets the tone that you want them to succeed.

Example

Mathematics

Pearson Building, Room 33
Monday–Thursday 8:00 a.m.–5:00 p.m.;
Friday 8:00 a.m.–3:00 p.m.

Student Study Guide

This guide is available as an accessible PDF from the course web site.

Instructor Office Hours

Tuesdays and Thursdays
11:00 a.m.–12:30 p.m.
Pearson 421

Accommodations

Students with documented disabilities can register with the Disability Support Services office. Please inform me about specific accommodation needs at the start of the course.

Students without documented disabilities who may need specific accommodations should contact me to set up a conference to discuss specific needs.

Source: http://udloncampus.cast.org/page/planning_syllabus

Example 1 without UDL in Mind

Source: Gonzalez &
O'Neil (2019)

Assignment: Hot Topics for Research, Analysis & Policy Solutions

Research, analyze & provide a possible solution a hot topic in educational finance that includes the review of 3-5 scholarly articles and/or government reports on the topic with an analysis of the issue including a possible action/implementation plan or lead to a new policy within the organization in which the topic sits (5-7 pages).

Review the list of potential hot topics, attached articles, and/or url links provided in the document to determine YOUR hot topic for the next two weeks. Email Dr. [professor] to confirm that the topic you have chosen fits the criteria of a "hot topic".

Identify 3-5 resources (scholarly/practitioner articles and/or a government reports) **AND** watch a You Tube Video, Webinar or Ted Talk on the topic to further your knowledge regarding the topic you have chosen to analyze.

Review the handout on Bardach and Patashnik's Eightfold path to policy analysis once a hot topic or problem in finance has been determined.

Utilize A Practical Guide for Policy Analysis (Bardach & Patashnik, 2016) to fill in any missing concepts or for further clarification prior to writing the policy analysis.

Review the rubric prior to submission and/or during the investigation and analysis process.

Example 2 with UDL in Mind

Source: Gonzalez
& O'Neil (2019)

Assignment: Hot Topics for Research, Analysis, & Policy Solutions

Overview

We have come a long way together! By this point, we have encountered several "hot" topics in finance and examined how those topics moved from issue to action plan to policy within organizations. We have also engaged in several discussions about how to identify and articulate issues, as well as to effect organizational change through a policy-planning process (proposed by Bardach & Patashnik). Now, it is time for you to demonstrate your learning with a "hot topics" research paper. You are up to this task!

Purpose

By completing this assignment, you will demonstrate your developing ability to research, analyze, and provide a possible solution for an important topic in education finance. *You might consider adding this assignment to your career portfolio or LinkedIn profile to demonstrate your abilities to future employers.*

Skills

The purpose of this assignment is to help you practice the following skills that are essential to your success in educational leadership:

- Recognizing relevant financial problems in organizations
- Conducting disciplinary research on a hot topic in educational finance
- Analyzing problems through the lens of education finance
- Proposing, planning, and implementing informed solutions to finance problems

Knowledge

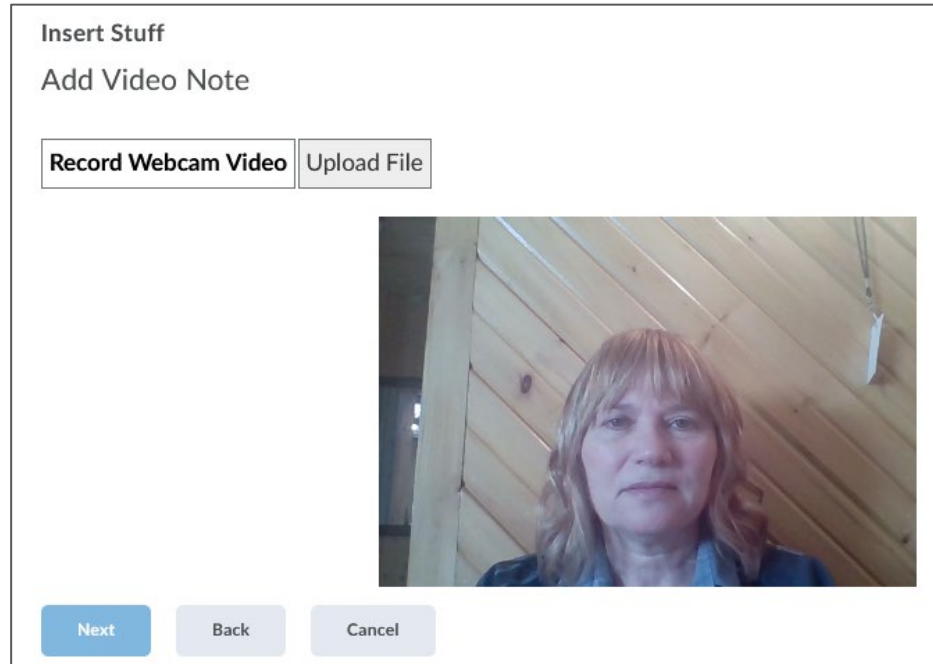
This assignment will also help you to become familiar with the following important content knowledge in educational leadership:

- Bardach and Patashnik's Eightfold path to policy analysis

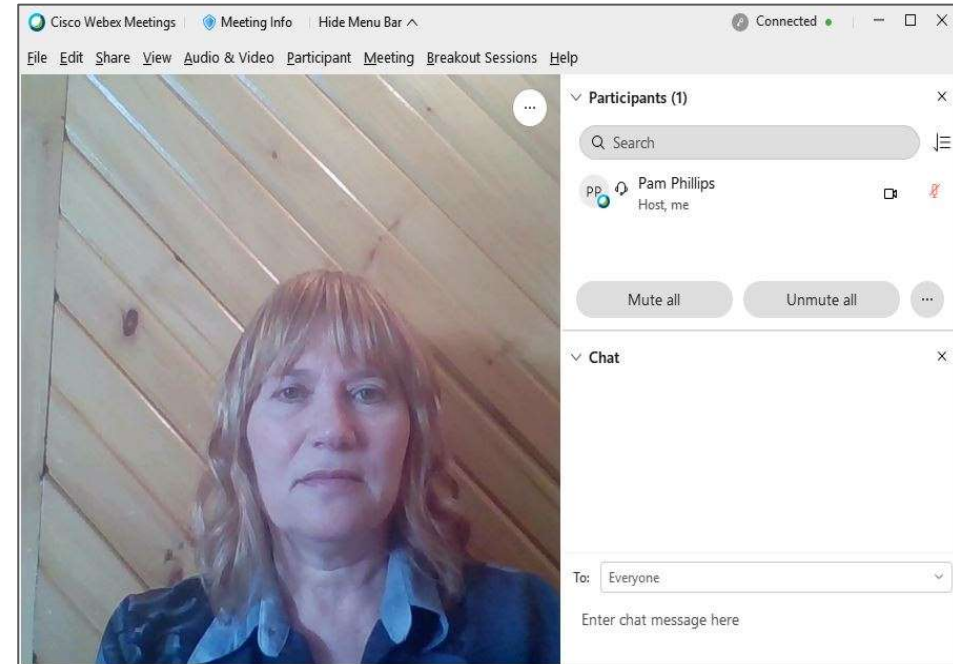
To Do

Research, analyze, & provide a possible solution on a hot topic in educational finance. Include a review of 3-5 scholarly articles and/or government reports on the topic with an analysis of the issue, including a possible action/implementation plan or proposal for a new policy within the organization in which the topic sits (5-7 pages). To do this, I

Video Note



Webex



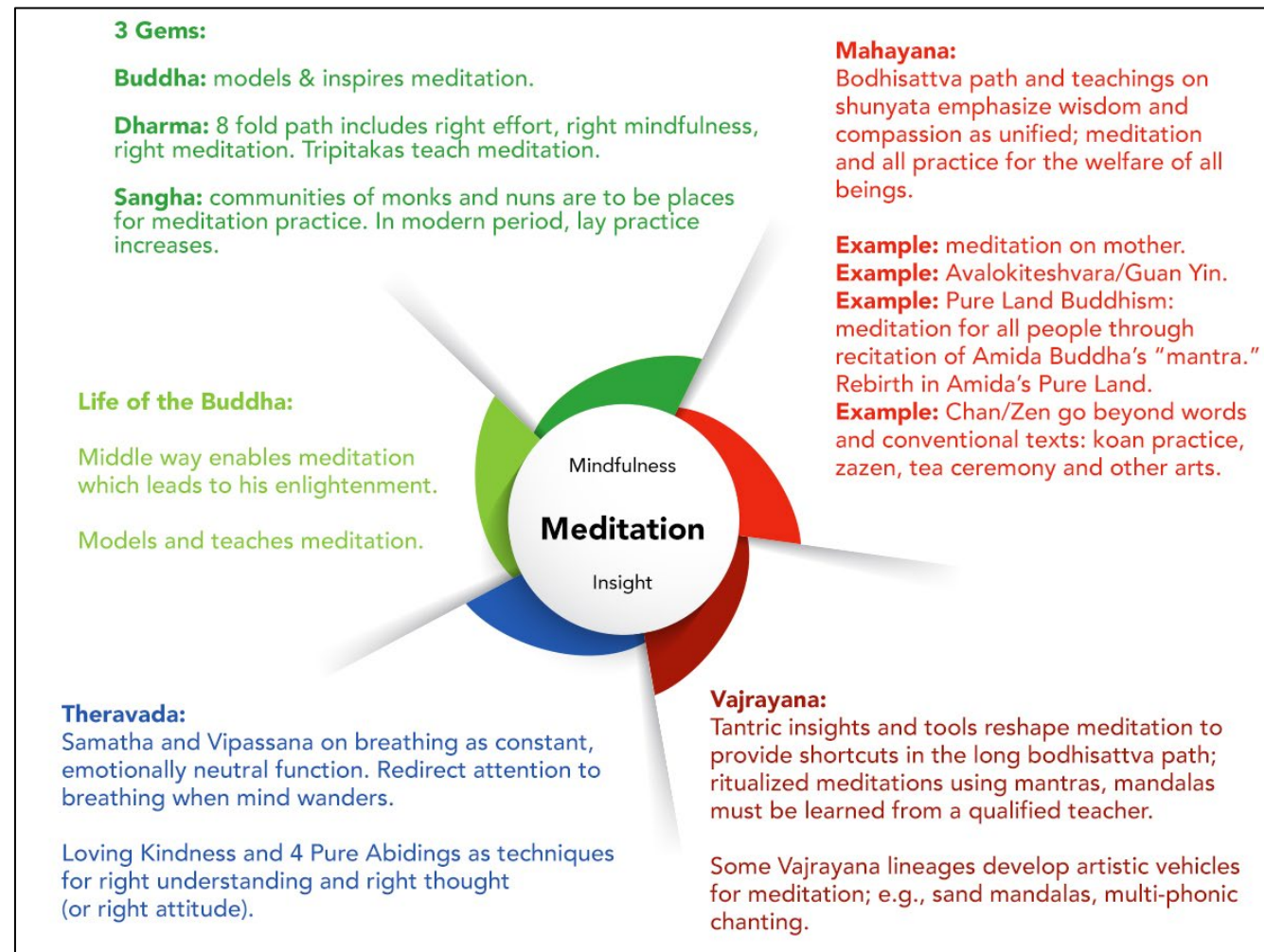
Content Accessibility: Format



Content Accessibility: File Types

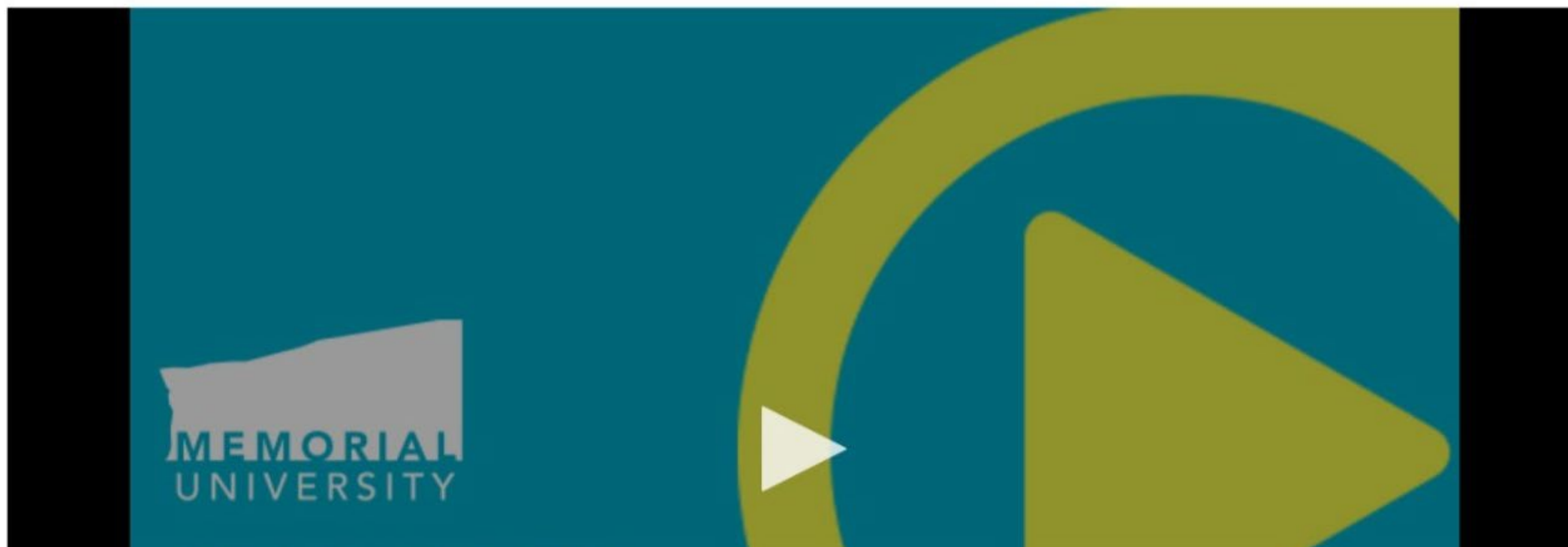
- **html**
 - ❖ responsive, scalable, universal standard
 - ❖ easiest, quickest way to access information
 - ❖ Learner controls how it is presented
- **pdfs**
- **text documents**
 - ❖ printable, saveable, portable

Content Accessibility: Images

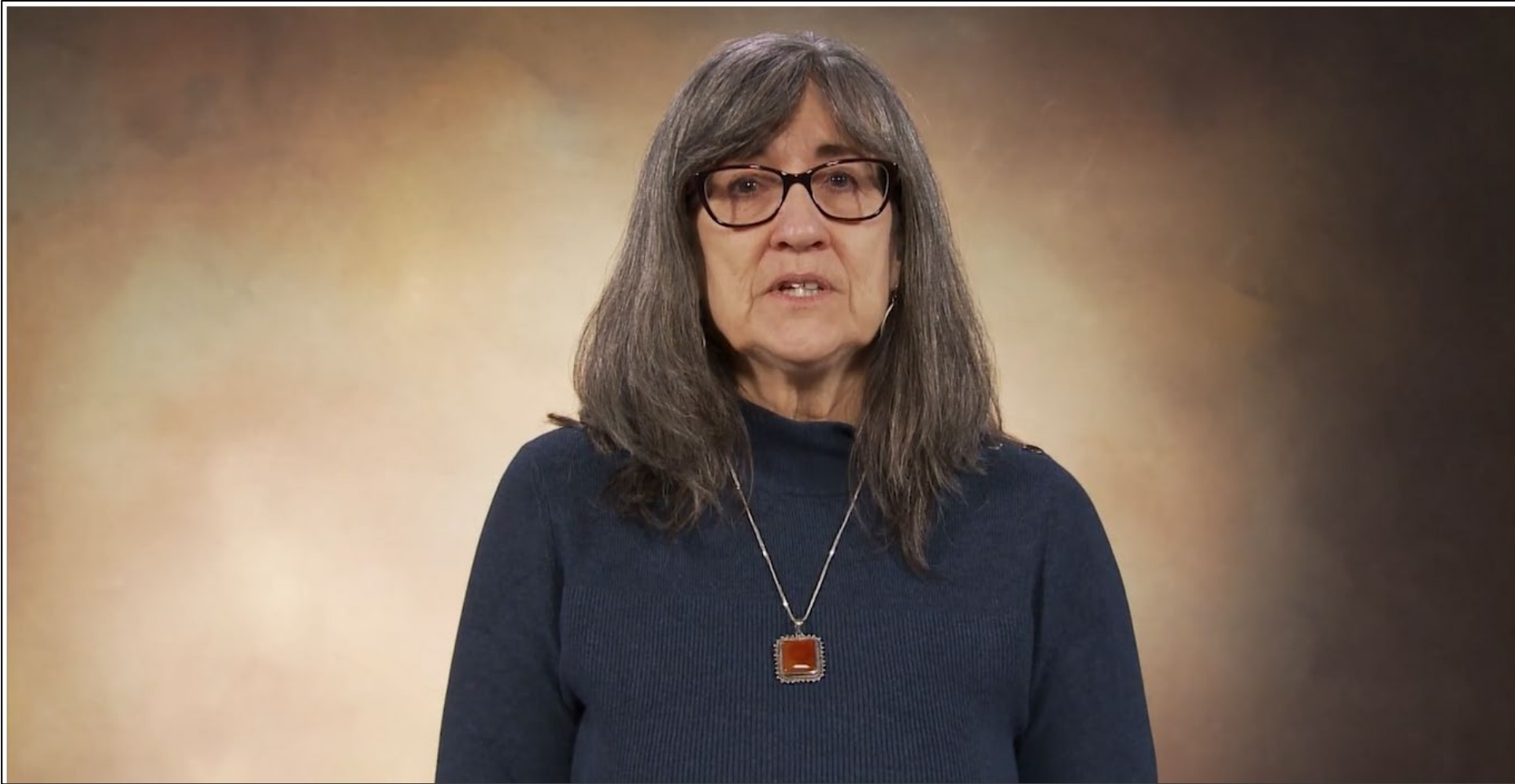


Content Accessibility: Video

Course Overview



Content Accessibility



Content Accessibility



Content Accessibility



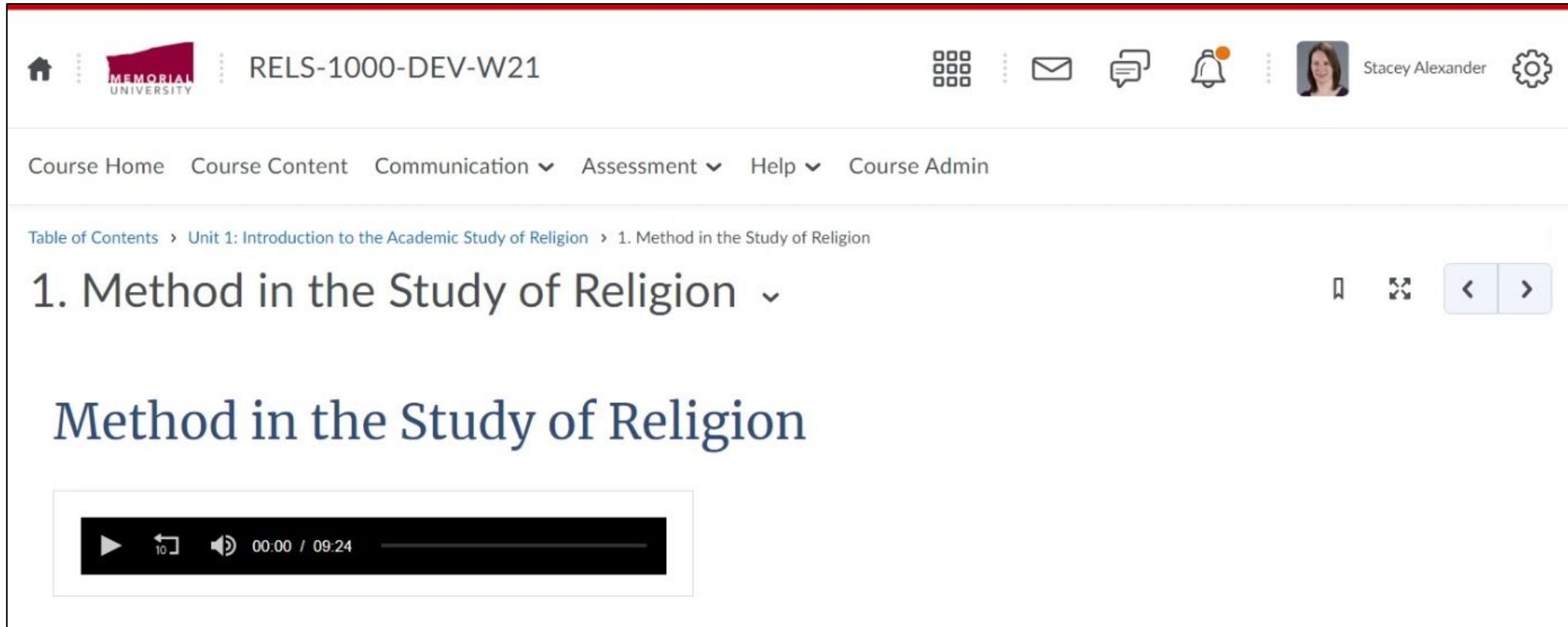
Content author Dr. Pat Dold gives a brief overview of the course

Video Transcript

This course is an introduction to beliefs and practices of the world's religions and to the academic tools needed in the study of religion. We begin with a consideration of some important academic tools (methods, stance, context, critique) and some broad themes that characterize many traditions. We will take one step toward decolonizing the study of religion by taking up broad themes from the study of Indigenous Traditions. Tools in hand and themes in mind, we will introduce ourselves to Hindu, Buddhist, Jewish, Christian, and Islamic traditions.

Religious Studies 1000. *Introduction to Religions of the World*. © Dr. Patricia Dold & Memorial University, 2020. All rights reserved.

Contextual Information for Media



The screenshot shows a web interface for a course. At the top, there is a header bar with the Memorial University logo, the course ID 'RELS-1000-DEV-W21', and a user profile for 'Stacey Alexander'. Below the header is a navigation menu with links: 'Course Home', 'Course Content', 'Communication', 'Assessment', 'Help', and 'Course Admin'. The main content area displays a breadcrumb trail: 'Table of Contents > Unit 1: Introduction to the Academic Study of Religion > 1. Method in the Study of Religion'. The title '1. Method in the Study of Religion' is prominently displayed with a dropdown arrow. Below the title, the text 'Method in the Study of Religion' is shown in a larger font. At the bottom, there is a video player interface with a play button, a progress bar, and a timestamp '00:00 / 09:24'.

RELS-1000-DEV-W21

Stacey Alexander

Course Home Course Content Communication Assessment Help Course Admin

Table of Contents > Unit 1: Introduction to the Academic Study of Religion > 1. Method in the Study of Religion

1. Method in the Study of Religion

Method in the Study of Religion

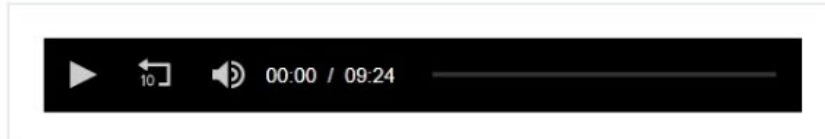
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Contextual Information for Media

1. Method in the Study of Religion ▾



Method in the Study of Religion

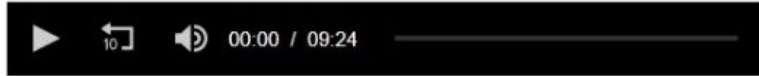


Method in the study of religion (or anything else for that matter), means how you conduct the study. Our course text and our online materials also speak about the various methods as perspectives or approaches to religion and the study of it. Use whatever term seems most appropriate to you.

What we will be doing in this course uses the method of Religious Studies. This is the method used in most secular post-secondary institutions. It is described in the column on the right. The left-hand column presents a rather extreme version of a traditional religious method or faith-based approach to religion. As we will see, many religions have more flexible positions!

As you look over this chart, you might find it useful to pause and review the section: “Methods for the Study of Religion” in Chapter One, Studying Religions, in our course textbook. That section discusses many of the points described in this chart.

Contextual Information for Media



Here is an audio file of the material on this page.
You can listen by selecting the play button on the player,
and you can also follow along by reading the text below.

Audio Transcript

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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)

How Can I Create Video Transcripts or Captions?

- **CITL Information on Creating Transcripts:**
<https://citl.mun.ca/TeachingSupport/instructionalcontinuity/transcripts.php>
- **Copy and paste your video's url into this tool**
<https://www.vidreader.com/> which generates fairly accurate transcripts that you can edit

More Information about Transcripts & Captions

- <https://www.3playmedia.com/2020/01/17/who-uses-closed-captions-not-just-the-deaf-or-hard-of-hearing/>
- <https://www.3playmedia.com/resources/popular-topics/closed-captioning/>
- <https://www.3playmedia.com/accessibility-online-video-stats/>
- <https://webaim.org/blog/screen-reader-survey8-results/>
- <https://webaim.org/techniques/captions/>

Additional Resources

These resources can assist with UDL course planning.

- Guide: [Preparing your Course](#)
- [Course Setup Kit](#)
- [UDL On Campus for Higher Education](#)
- [Creative Commons search tool](#)
- [Course Resources](#) (eReserves)

Contact Information

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Stacey Alexander – salexander@mun.ca

Pam Phillips – pamp@mun.ca