



UDL Jedi Training: Move Learners & Leaders with Only Your Mind

In the Next 20 Minutes

Identify elements in existing or planned courses that are "single stream." For example,

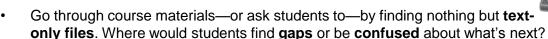
- Lecture notes might be in **text-only** format.
- A course might rely on **PowerPoint** presentations to deliver content.
- Video snippets created by the professor might be audio-and-visuals only.

Brainstorm expansions into different media, methods, or expressions. For example,

- Record a voice-only podcast to extend key parts of your lecture content (or ask current students to record their own audio of a short piece of content).
- Record a **screencast** to YouTube using PowerPoint slides and voice-over.
- Type out a transcript of professor-created video content, or edit the autotranscript produced by software (such as Camtasia).

In the Next 20 Days

Plan out two paths through the course: one media-based, and one text-based.



- Go through your materials by finding nothing but **audio and video files**. Where would students find **gaps** or be **confused** about what to do next?
- Map out the two paths, and note what existing content can become "anchor points" for students to move through the content.
- Note areas where students can **choose how they respond** to the course:
 - Offer different options for responding to assignments.
 - Provide in-class and out-of-class ways for students to converse with each other and with you.
 - Offer students one "**self-defined**" **assignment**, where you provide the criteria, and they provide (and perform) the assignment details.
- Create "interest points" throughout the course where you will
 - recruit interest (get students involved in the learning),
 - help students to sustain their efforts (offer encouragement, draw connections between previous work and future learning), and
 - help students to self-regulate (talk about time management, help with planning, and provide milestones so students can compare against where most students are by that point).



In the Next 20 Months

Collect completion and usage **statistics** about resources in existing courses.

- Ask students to share their use cases about how, when, and where they interact
 the content in your existing course. For example,
 - What devices do they use to view & interact with tools and content?
 - How much time do they spend **learning how** to find/use course materials?
 - What elements of the course gave students **problems?** Did any cause students **not to use** specific items?
 - Were students **unable to get to or use** course materials or interactions?
- Map and build **one alternative path** through an existing course, beyond the "text only" and "audio/video only" paths that already exist.
- **Share** the possible paths through the course with your current students, and ask for their feedback about **which parts need multiplying soonest**.
- Collect completion and usage statistics about the resources in your UDL-augmented course, for a pre- and post-change analysis.

Continuing the Conversation: UDL in Higher Education

- **CAST [Center for Applied Special Technology]:** <u>udloncampus.cast.org</u>. One-stop web resource for learning about Universal Design for Learning.
- CollegeSTAR [Supporting Transition, Access, and Retention]:
 <u>www.collegestar.org</u>. North Carolina consortium to implement strategies to reach out to "students who learn differently from what is most typical."
- **EASI [Equal Access to Software and Information]:** <u>easi.cc/clinic.htm</u>. Resources and free seminars on accessibility concerns.
- **National Center on Universal Design for Learning:** <u>www.udlcenter.org</u>. Resources for implementation in higher education.
- San Francisco State University: ctfd.sfsu.edu/udl. The Center for Teaching and Faculty Development has several guides to designing accessible multimedia.
- U of North Colorado: http://www.hyperformer.com/UDL tutorial/. Stephanie Moore's online tutorial, Presuming Competence By Design: A Tutorial for Systems, Environment, Curricular, and Materials Design in Learning Systems, contains a unit on "Universal Design in My Course."

Continuing The Conversation: Your Facilitator

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