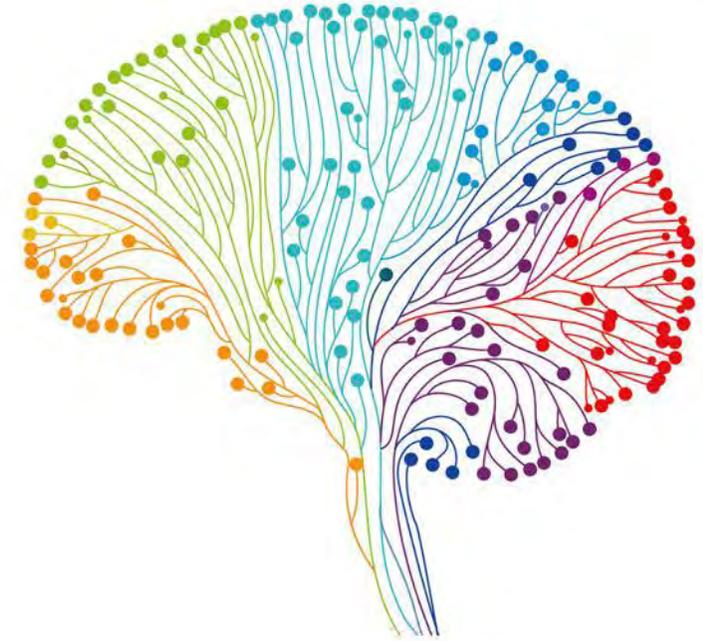


UDL and Equity in the Online Classroom – Part Three



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Illinois
State Board of
Education



How well do you know UDL?

1- Not at All

2 - Somewhat

3 - Had a Training or two

4 - I could write book



Definition of UDL

Perkins and HEA define UDL as...

(24) UNIVERSAL DESIGN FOR LEARNING.

The term "universal design for learning" means a scientifically valid framework for guiding educational practice that-

(A) provides **flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways, students are engaged;** and

(B) **reduces barriers in instruction,** provides appropriate accommodations, supports, and challenges, and **maintains high achievement expectations for all students,** including students with disabilities and students who are limited English proficient.

**Our ONLINE
Learning
Environment**

Self-Regulate

Sit anywhere
Stand or walk
Eat anytime
Fidget
Tap your foot

Act

Agenda
Chat Box
Raise Hand
Doodle

Perceive

Screen shared slides
Personal copy of slides
Captions

Our Goals for this session...

- Explore how UDL can be implemented in an online classroom setting.
- Learn ways to enhance online curriculum to be more equity-focused.



**CAREER &
TECHNICAL
EDUCATION**

Career Connected Learning
for All Students

The three parts of the brain...



- Engagement – the WHY or the affective network
- Representation – the WHAT or the recognition network
- Action and Expression – the HOW or the strategic network

How do we design
learning goals, methods,
materials, and
assessments that work
for everyone?

We start by asking....

“What are the goals and what are the barriers?”

Then...

we infuse Universal Design for Learning (UDL) based on the learning goal.

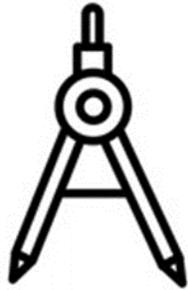
3 principles addressing the brain's 3 broad networks

We design with:

- **multiple means for engagement** in order to motivate the learner and sustain enthusiasm for learning by promoting various ways of engaging with material.
- **multiple means of representation** so this network senses and perceives information in the environment and transforms it into usable knowledge.
- **multiple means of action and expression** so learners can organize and initiate purposeful actions in the environment.

UDL Core Concepts

Architecture



Neuroscience



Learning



Engagement in Practice: Sustain effort and persistence

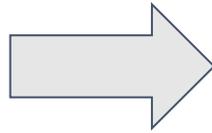
Engagement in Practice: Optimize relevance, value, and authenticity

Equality, Equity, & UDL

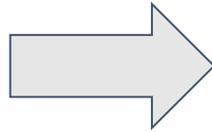


	Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & Expression
	 <p>Affective Networks The "WHY" of Learning</p>	 <p>Recognition Networks The "WHAT" of Learning</p>	 <p>Strategic Networks The "HOW" of Learning</p>
Access	<p>Provide options for Recruiting Interest</p> <ul style="list-style-type: none"> Optimize individual choice and autonomy Optimize relevance, value, and authenticity Minimize threats and distractions 	<p>Provide options for Perception</p> <ul style="list-style-type: none"> Offer ways of customizing the display of information Offer alternatives for auditory information Offer alternatives for visual information 	<p>Provide options for Physical Action</p> <ul style="list-style-type: none"> Vary the methods for response and navigation Optimize access to tools and assistive technologies
Build	<p>Provide options for Sustaining Effort & Persistence</p> <ul style="list-style-type: none"> Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community Increase mastery-oriented feedback 	<p>Provide options for Language & Symbols</p> <ul style="list-style-type: none"> Clarify vocabulary and symbols Clarify syntax and structure Support decoding of text, mathematical notation, and symbols Promote understanding across languages Illustrate through multiple media 	<p>Provide options for Expression & Communication</p> <ul style="list-style-type: none"> Use multiple media for communication Use multiple tools for construction and composition Build fluencies with graduated levels of support for practice and performance
Internalize	<p>Provide options for Self Regulation</p> <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation Facilitate personal coping skills and strategies Develop self-assessment and reflection 	<p>Provide options for Comprehension</p> <ul style="list-style-type: none"> Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization 	<p>Provide options for Executive Functions</p> <ul style="list-style-type: none"> Guide appropriate goal-setting Support planning and strategy development Facilitate managing information and resources Enhance capacity for monitoring progress
Goal	Expert learners who are...	Expert learners who are...	Expert learners who are...
	Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

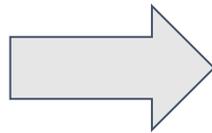
The learner needs
access.



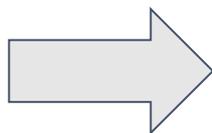
The learner builds
understanding.



The learner develops
skills and practices.



The learner
becomes an
expert learner.



udguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.





Equity for Courses at a Distance

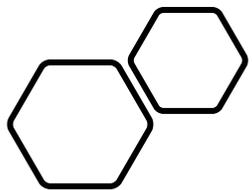
- All students need equitable access to digital and print materials and technologies used to deliver instruction remotely. Thoughtful approaches will be needed to support all students as learners within a new model for teaching and learning.
- Education is delivering courses online because of COVID-19.

UDL on Campus

- UDLoncampus.cast.org is a practical guide to help stakeholders implement UDL practices in higher education.

- Course design
- Media and materials
- Accessibility and policy





Applying UDL to the Classroom



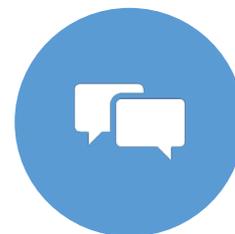
POST LESSON
GOALS



ASSIGNMENT
OPTIONS



FLEXIBLE
WORKSPACES



REGULAR
FEEDBACK



DIGITAL AND
AUDIO TEXT

Introduce UDL to your Classroom



Know your students' strengths and weaknesses



Use digital materials when possible



Share content in a variety of ways



Offer choices for how students demonstrate their knowledge



Take advantage of software supports



Low Tech Options Do Exist



Learn from others

A dark blue, irregularly shaped graphic with a splatter effect, containing the text "Creating Access" in white. The graphic has a rough, hand-painted appearance with various shades of blue and white splatters around its edges. The text is centered within the dark blue area.

Creating Access



What are the barriers to online instruction?

- ✓ Limited Tech Experience
- ✓ Past Experience
- ✓ Lack of Motivation
- ✓ Personal Cognitions
- ✓ Too Challenging eLearning Materials
- ✓ Inadequate Support
- ✓ Lack Of Community Involvement

Address the barriers!



- Support students in finding the tech they need!
 - Are you a one to one tech school?
 - Is there free internet offered in your area.
 - Can you set up a hot spot in your parking lot?

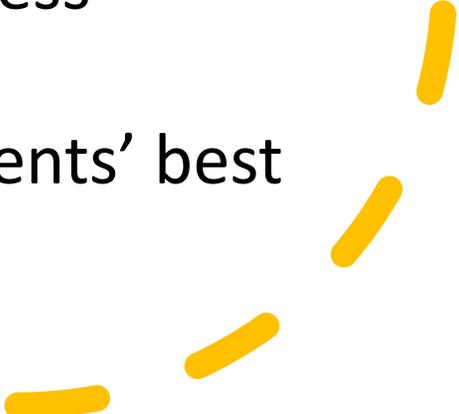
What are you doing to support your student's tech needs?

Address the barriers!

- Forget past experience this is a brave new world – unprecedented times....
Make your own roads!
- Be the motivation for your students!
They feed off of your energy!
- Be available to your students to answer questions and not just over email.
- Create an online learning community so they can support one another



What can you do to make your classroom more accessible?

- Find out what your **institution's policies and practices** are around accessibility and accommodations as courses move online?
 - **Share learning objectives and goal** with your students.
 - **Inform yourself** about where students can go for help and share that information with students early and often. Is there free WIFI available are you a one to one tech school. How can they access information
 - **Build your own** and your students' best practices.
- 

Equality



Equity



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Equity Shoes Example

Equality!

Everyone gets the same pair of shoes.

Size 8

Running Shoes

Who is excited?

Will they fit you and meet your needs?

Equality

Performance

Style

Size

Comfort



Equity in Practice...

Examples of Equality

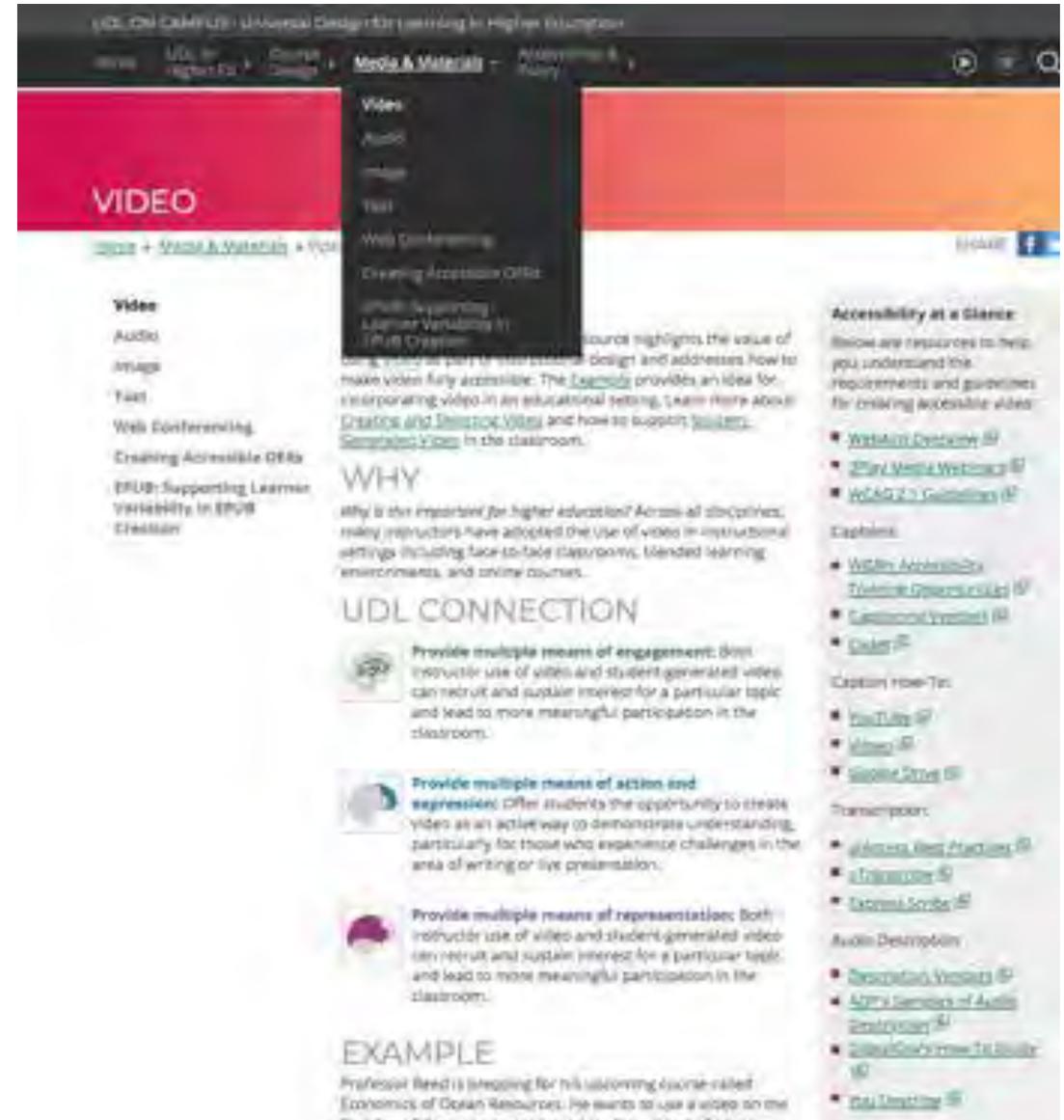
- All students in EMT 101 - will take their test at the same time, in the same room on the same day.

Examples of Equity

- Some students might need accommodations to successful on the test – such as extra time, a quiet testing area, or larger print on the test itself.
- Variability is the norm.

Videos

- Video can be a powerful medium for conveying information.
- Captions and transcription can make the content from video accessible to everyone.



The screenshot shows a course page for 'UDL in Higher Ed' with a 'VIDEO' dropdown menu open. The page content includes a navigation bar, a 'VIDEO' header, a list of video resources, and a 'UDL CONNECTION' section with three key points: 'Provide multiple means of engagement', 'Provide multiple means of action and expression', and 'Provide multiple means of representation'. There is also an 'EXAMPLE' section and a right-hand sidebar with 'Accessibility at a Glance' resources.

VIDEO

- Video
- Audio
- Image
- Text
- Web Conferencing
- Creating Accessible OERs
- ERU: Supporting Learner Variability in EPUB Creation

Accessibility at a Glance:
Below are resources to help you understand the requirements and guidelines for creating accessible video:

- Webinar: Content ID
- Open Media Workshop
- WCAG 2.1 Guidelines

Why
Why is it so important for higher education? Across all disciplines, many instructors have adopted the use of video in instructional settings including face-to-face classrooms, blended learning environments, and online courses.

UDL CONNECTION

- Provide multiple means of engagement:** Both instructor use of video and student-generated video can recruit and sustain interest for a particular topic and lead to more meaningful participation in the classroom.
- Provide multiple means of action and expression:** Offer students the opportunity to create video as an active way to demonstrate understanding, particularly for those who experience challenges in the area of writing or live presentation.
- Provide multiple means of representation:** Both instructor use of video and student-generated video can recruit and sustain interest for a particular topic and lead to more meaningful participation in the classroom.

EXAMPLE
Professor Reed is preparing for his upcoming course called 'Economics of Ocean Resources'. He wants to use a video on the

Accessibility at a Glance:

- Webinar: Content ID
- Open Media Workshop
- WCAG 2.1 Guidelines
- Captions
- Web: Accessibility Training Opportunities
- Common System
- Color
- Caption Tool
- YouTube
- Video
- Webinar: Video
- Transcription
- Advanced Best Practices
- Transcribe
- Express Scribe
- Audio Description
- Descriptive Videos
- Open Services of Audio Description
- Video Content Accessibility Study
- Web: Content ID



What can you do today!

- Turn on your camera
- Be available to your students
- Establish online office hours to assist your students
- Demonstrate!!! Use that white board.
- Close caption!
- Share your learning objectives and goals
- Check your tech

Resources

- A video about Universal Design at McGill University
<https://www.youtube.com/watch?v=LjUKGBipJZA>

- Free UDL Resources and Tips

<http://castprofessionallearning.org/free-udl-resources-and-tips/>

- W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2006). Universal design for learning in postsecondary education: Reflections on principles and their application. *Journal of Postsecondary Education and Disability*, 19(2), 17.
<http://www.udlcenter.org/sites/udlcenter.org/files/UDLinPostsecondary.pdf>

Implementation Tips...



UDL Strategies for
Implementation are front
loaded rather than retrofitted.

Multiple means of
engagement

Multiple means of assessment

Encourage your students to
have ownership in their
education

Things to consider when applying UDL in the classroom



Ensuring the flexibility of the physical learning environment



Establish clear learning goals with students



Determine the types of content that best support their learning



Consider together all the assessment types



Agree on the purpose of feedback and grades



Universal Design for Learning

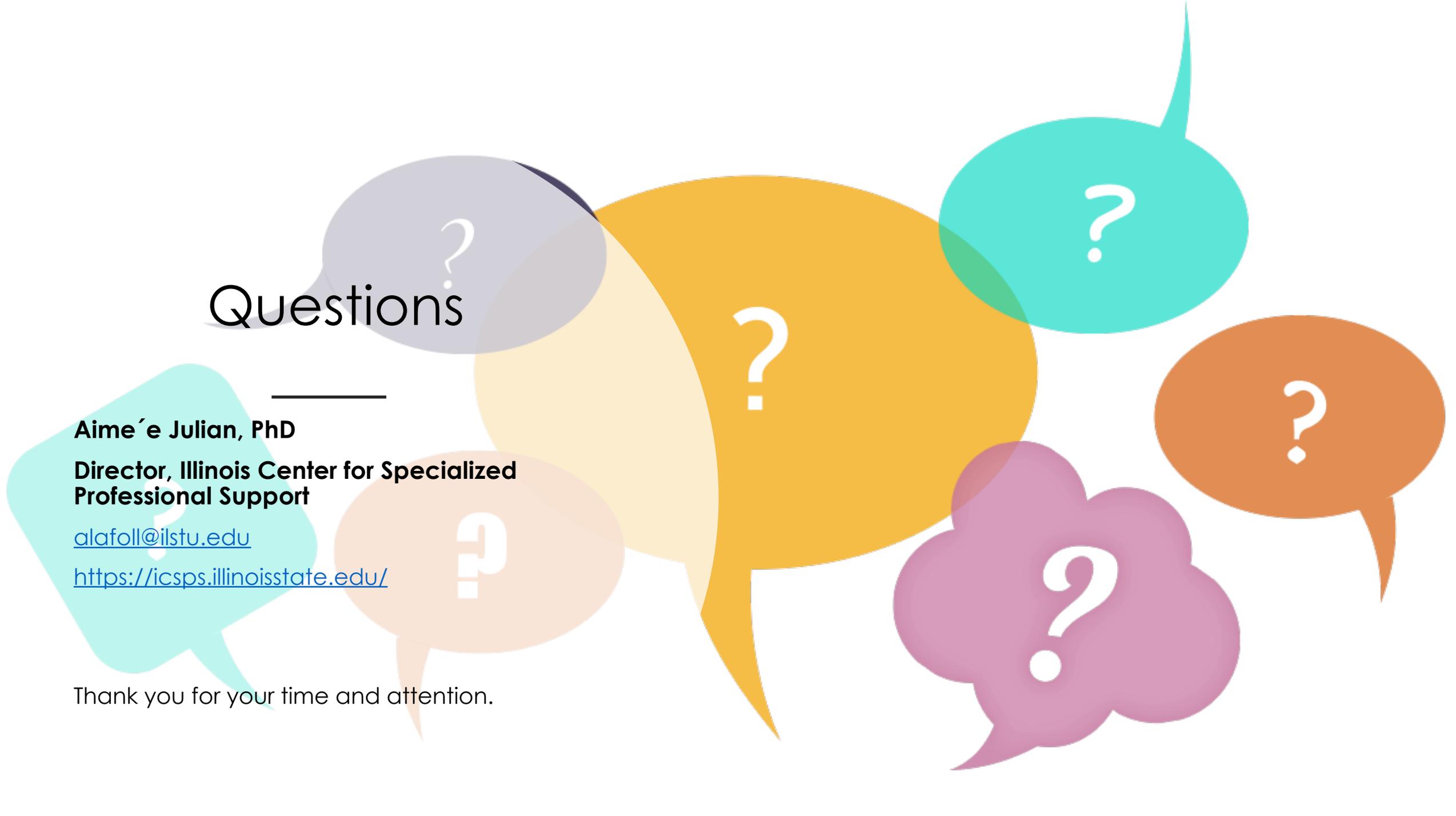
Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. ICSPS is working to support the system in implementing UDL and increasing the equity of students across Illinois.

2020 UDL SERIES

UNIVERSAL DESIGN FOR LEARNING RESOURCES

UDL
Resources....

- <https://icsps.illinoisstate.edu/cte/universal-design-learning>



Questions

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<https://icsps.illinoisstate.edu/>

Thank you for your time and attention.