

UDL in Practice: Supporting Virtual Learning

Illinois State Board of Education - May 13, 2020

Illinois Center for Specialized Professional Support

<https://bit.ly/CASTudILL3>

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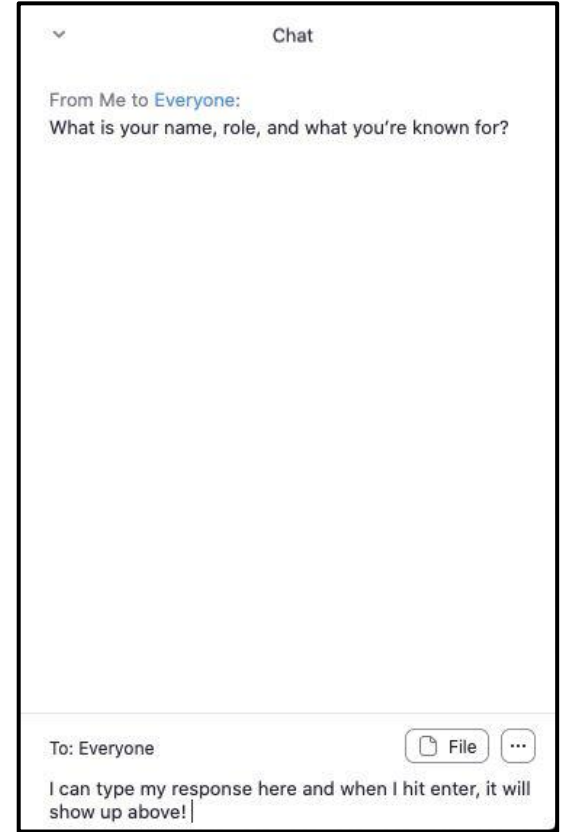
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Question Box

- What strategies did you use to help your students transition to a remote learning environment (during COVID-19)?
- What barriers did you students encounter during this transition?
- How did you keep open doors of communication during the transition to remote learning?



Join the Question Box: Go to the Question box to join the conversation.

Our Learning Environment

Self-Regulate

Sit anywhere

Stand or walk

Eat anytime

Fidget

Perceive

Screen shared slides

Personal copy of slides

Captions

Act

Agenda

Chat Box

Raise Hand

Doodle

Webinar Series

Webinar 1: The UDL Core Concepts - Recorded

Webinar 2: UDL in Practice - Recorded

Webinar 3: UDL in a Virtual Environment - Today!

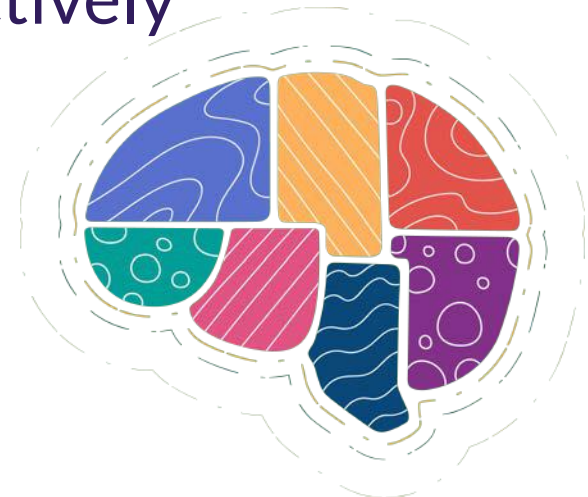
Webinar 4: UDL in CTE - May 15th

Goals

- Review of UDL
- Be able to use the UDL framework to design your syllabus in ways that increase accessibility in a virtual learning environment
- Be able to design ways to support self-regulation in a virtual environment

Review of UDL

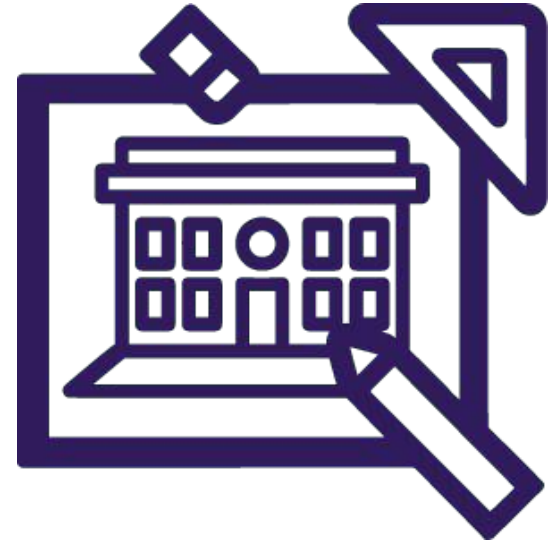
Universal Design for Learning (UDL) is an approach to improve and optimize teaching and learning for *all* by setting clear, rigorous **goals**; anticipating **barriers**; and proactively **designing** to minimize those barriers.



UDL Core Concepts:

The Barrier is in the Environment

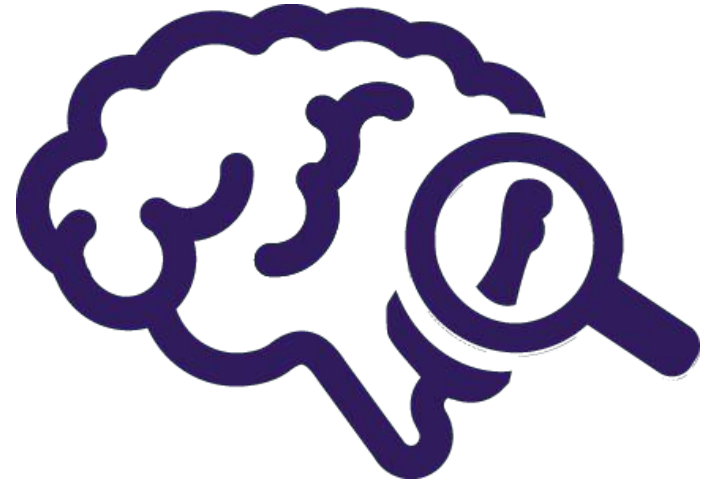
The barrier is in the environment, not the learner.



UDL Core Concepts:

Variability is the norm

Variability is the norm.



The UDL Core Concepts:

We can design for variability

Variability is predictable
in learning and **can** be
designed for.



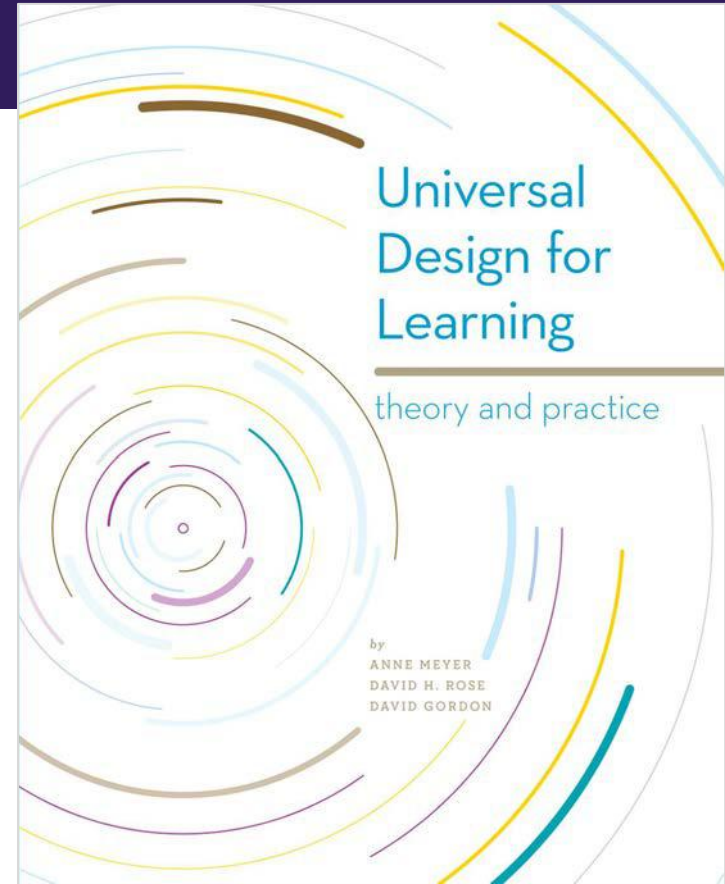
UDL: Theory & Practice

Meyer, Rose & Gordon (2014)



FREE digital book:

<http://udltp.cast.org>



Using UDL to Design for a Virtual Environment

Why?

The syllabus is your **roadmap**, first impression, and a chance for the instructor to set class climate, identify specific learning expectations, discuss options and accessibility.

It starts with the

Syllabus

Safety contract
Permission slips for field trips
Calendar
Course expectations
Classroom safety expectations
Grading policies and procedures
Permission slips for photo/video

A syllabus is an outline of the key parts of a course and includes important information about policies, dates, assignments, and assessments.



The route to the Destination

Communication: In virtual environments clear explicit communication is even more essential.

Expectations: Provides much-needed structure.

Support: Students can slip behind much more quickly due to a lack of in-person contact.

Climate: Focus on equity, not punishment. Provide check-ins that make your classroom inclusive.



www.udloncampus.cast.org

Model accessibility in your syllabus

POUR

Perceivable

Operable

Understable

Robust



Access Layer



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

POUR: In your syllabus

Perceivable

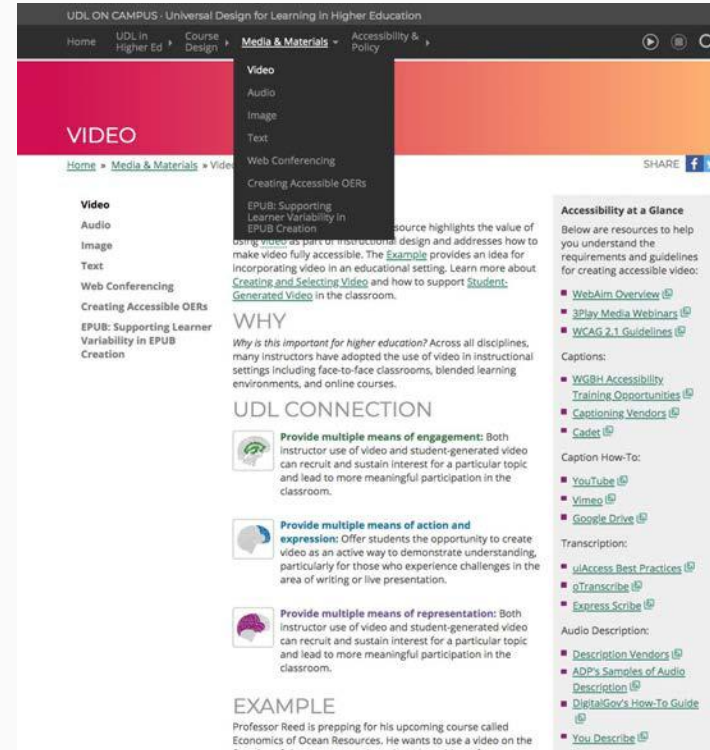
Can everyone see and hear the content?

Video & Images

Video can be a powerful medium for conveying information and for connecting.

Captions and transcription can make the content from video accessible to everyone.

[How to Create Captions in Youtube](#)



The screenshot shows the 'UDL ON CAMPUS' website. The navigation bar includes 'Home', 'UDL in Higher Ed', 'Course Design', 'Media & Materials', and 'Accessibility & Policy'. The 'Media & Materials' dropdown menu is open, highlighting 'Video'. Below the menu, the 'VIDEO' section is visible, with a sidebar listing 'Video', 'Audio', 'Image', 'Text', 'Web Conferencing', 'Creating Accessible OERs', and 'EPUB: Supporting Learner Variability in EPUB Creation'. The main content area features a 'WHY' section with the text: 'Why is this 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.' This is followed by a 'UDL CONNECTION' section with three items: 'Provide multiple means of engagement', 'Provide multiple means of action and expression', and 'Provide multiple means of representation'. An 'EXAMPLE' section begins with 'Professor Reed is prepping for his upcoming course called Economics of Ocean Resources. He wants to use a video on the...'. On the right side, there is an 'Accessibility at a Glance' section with a list of resources: 'WebAIM Overview', '3Play Media Webinars', 'WCAG 2.1 Guidelines', 'Captioning Vendors', 'Caption How-To', and 'Transcription'. A 'SHARE' button with social media icons is also present.

Using Video and Images in your syllabus

- Introduce yourself
- Create a space where students can introduce themselves
- Introduce weekly activities
- Demonstrate a skill or practice
- Provide feedback
- Link to social media
- Other ideas: Add to the chat



Alt Text: Brazil Mechatronics Team at the World Skills Competition in 2009 in Calgary, Alberta Canada

POUR: In your syllabus

Operable

Can everyone navigate
with ease?

Style, Headers, Links Etc.

- Apply styles to indicate section headings (should be descriptive and unique)
- Descriptive links



Textbook

Foundations of Algebra, 3rd Ed. (2010)

by Ross, Messier, & Kram

If you need an accessible version of this text, please contact the Disability Support Services office.

Course Web Site

All students must log onto the course web site several times each week. Here you will be able to engage in online discussions with classmates, submit assignments, and view your grades and progress.

Reflect

What **resonates** so far?

What **questions** do you have?

What might work in your **context**?



Join the Question Box: Go to the Question box to join the conversation.

POUR: In your syllabus

Understandable

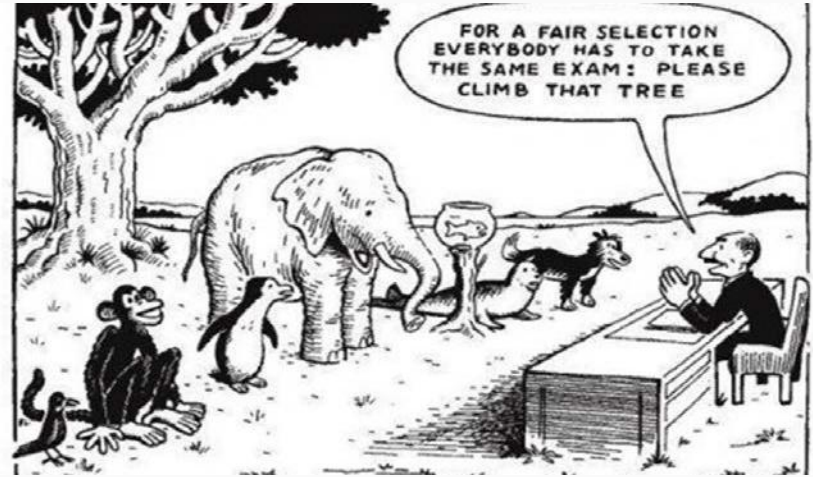
Can everyone understand what is required?

The power of choice

Options give learners **choice.**

Choice builds learners **agency.**

Agency breeds **expert learning.**



Think about how each of your students could connect with you virtually? **Put in the chat**

UDL Syllabus Statement

Get to know your students:

- What do you wish your teachers knew about you?
- Survey
- Interviews

“As your instructor, I feel I have a responsibility to do everything within reason to actively support a wide range of learning styles and abilities.

As such, I have taken training and applied the principles of Universal Design for Learning to this course. Feel free to discuss your progress in this course with me at any time. I want to know how I can help.

Communicate choice in your syllabus

- Offer more than one way to reach you
- Provide a demonstration on how to use a communication technology
- Use accessibility practices in the technologies you choose. See: [Web Conferencing Resource](#)

The screenshot shows a web page with a navigation menu at the top. The main content area is titled 'Web Conferencing' and includes a section 'Accessibility at a glance' with a list of links: 'Accession Web Conferencing and Webinars Best Practices', 'Text', and 'Audio'. Below this is a 'WHY' section with bullet points explaining the benefits of web conferencing. The 'UDL CONNECTION' section lists three principles: 'Provide multiple means of engagement', 'Provide multiple means of action and expression', and 'Provide multiple means of representation'. The 'EXAMPLE' section describes a nursing course using web conferencing for interactive lectures.

Reflect

What **resonates** so far?

What **questions** do you have?

What might work in your **context**?



Join the Question Box: Go to the Question box to join the conversation.

POUR: In your syllabus

Robust

Will the technology transfer the content and remain accessible?

Introduce two resources

AEM Center



UDL on Campus

UDL ON CAMPUS

Universal Design for Learning
in Higher Education

UDL in Higher Education

UDL in Higher Education

copy link

When it comes to learning, **variability is the rule** not the exception. Universal Design for Learning (UDL) is an educational framework that guides the design of learning goals, materials, methods, and assessments as well as the policies surrounding these curricular elements with the diversity of learners in mind.

For more information
go to [UDL in Higher Ed](#)

View this video with downloadable transcript on the [About UDL](#) page.




The purpose of education is not to make information accessible, but rather to teach learners how to transform accessible information into useable knowledge.

Introduction to the UDL Guidelines (CAST, 2012)

Self-regulation

Self-regulation and executive functioning will need to be addressed within new structures for teaching and learning.

[UDL Guidelines for Syllabus Creation](#)



The screenshot shows a course page titled "EXECUTIVE FUNCTIONING ENVIRONMENTS" on a platform called "UDL ON CAMPUS: Universal Design for Learning in Higher Education". A dropdown menu is open under the "Course Design" tab, listing various course design options: UDL Syllabus, Learning Goals, Emotion and Learning, UDL and Assessment, Executive Functioning in Online Environments, Social Learning, Blended Courses, Case-Based Learning, Working with Industry Partners, Using LMS Data to Inform Course Design, and UDL and Assessment. The main content area includes a "UDL CONNECTION" section with two icons and text boxes. The first icon is a brain and the text says: "Provide multiple means of action and expression: Support students to become strategic, goal-directed learners by teaching them effective ways to set goals, plan, reflect, and monitor their progress." The second icon is a brain with a gear and the text says: "Provide multiple means of representation: Present course material so that it is well organized and easy to navigate. Provide models for how to collect and synthesize information with the use of various note taking methods and graphic organizers." Below this is a section titled "EXECUTIVE FUNCTIONING" with a definition: "Executive functioning (EF) is a term used to describe a set of cognitive capabilities that influence behaviors including the following:^{1,2}" followed by a bulleted list: "■ setting appropriate goals", "■ planning and organizing", "■ developing steps to achieve a goal", "■ using strategies for problem-solving", "■ remembering, attending", "■ prioritizing and self-discipline (e.g., avoiding distractions and inhibiting unsuccessful impulses)", and "■ monitoring progress". At the bottom is an "EXAMPLE" section with a paragraph: "Andrew recently entered his second semester at community college majoring in Economics. As a high school student, Andrew did well in the classroom despite his difficulties with attention. He often met with his teacher to clarify concepts and receive feedback on his understanding of the material. His first college semester went well, as long as he was in contact with his professor who often helped him to plan his assignments and strategize when problems arose. After three weeks into the second semester, Andrew's professor noticed that Andrew was struggling to keep up with his assignments and..."

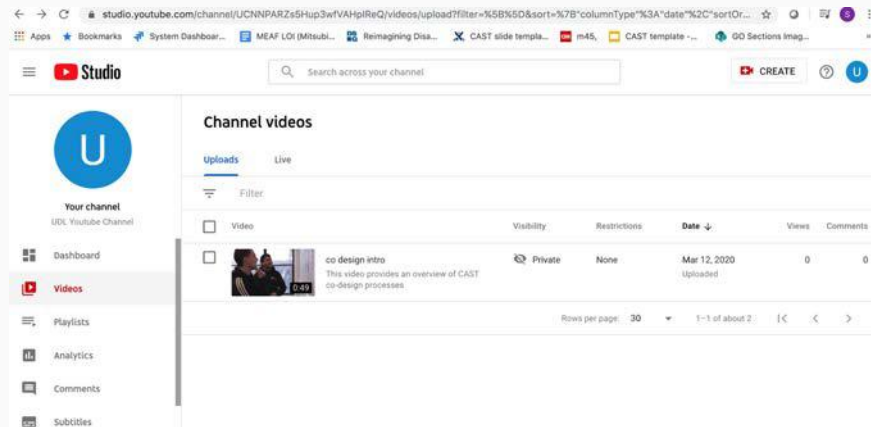
Make problem solving/thinking visible

Stuck Station - A standalone video recording station that students visit to explore strategies to get “unstuck”.

Can provide **prompts to help students record frustration, iterations, troubleshooting.**
Students can reflect on each others strategies.

A low-tech alternative - create a thread in your discussion board, on slack or elsewhere to describe problem-solving. Have students or parents email what they’re stuck with.

[Playful Assessment Beyond Rubrics Toolkit](#)



**Include this information and theory on your syllabus. It's important to model "Flailing."
Failure + Learning = Flailing**

Bringing it back to UDL

UDL and your syllabus


Provide multiple means of
Engagement



Affective Networks
The "WHY" of Learning

Provide multiple means of engagement: Outline the learning goals and objectives, the relevance of the content, and any opportunities for choice within the course.


Provide multiple means of
Representation



Recognition Networks
The "WHAT" of Learning

Provide multiple means of representation: Be explicit about the ways in which students can access content (e.g., textbook, slides, course website, videos) where to find background information and multiple examples.

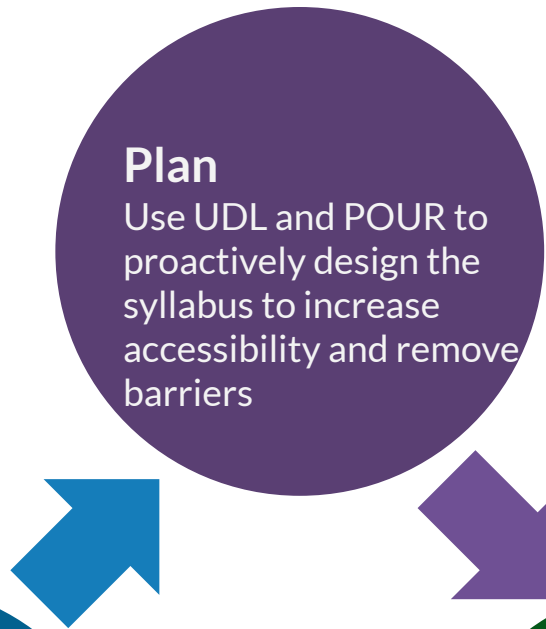
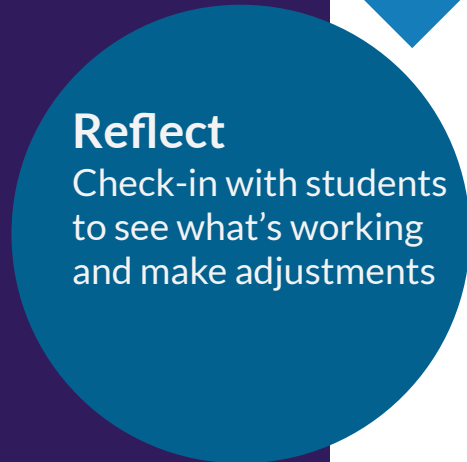
Provide multiple means of
Action & Expression



Strategic Networks
The "HOW" of Learning

Provide multiple means of action and expression: Use the syllabus to communicate regular routines to establish expectations, outline the timing and format of assessments, and offer resources for the management of information.

The UDL Design Process



UDL is not a checklist...

Infuse UDL based on your goal

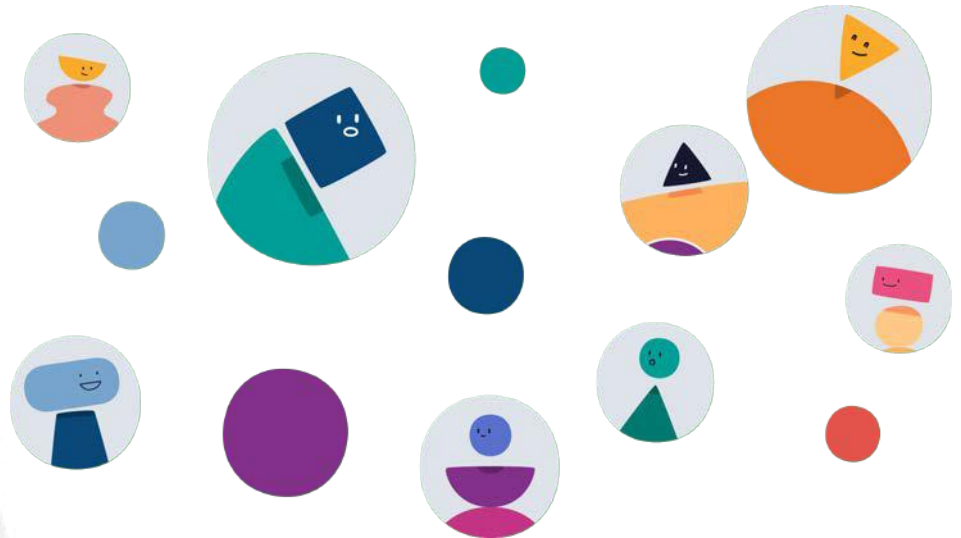


Teach students how to learn, not just what to learn.



UDL varies in every context...

small changes make a big difference!



Reflect

What **resonates** so far?

What **questions** do you have?

What might work in your **context**?



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CAST Customized Professional Learning

Interested in CAST supporting your next steps with UDL?

Be in touch with us anytime to co-design customized professional learning - virtual and/or in-person (when possible) - for your school. We'd love to work with you!

maddie@cast.org

