

Reach Everyone, Teach Everyone through Universal Design for Learning (and your phone)

In the Next 20 Minutes

Identify elements in existing or planned online course 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** of your lecture content (or ask current students to record their own audio of a short piece of the lecture).
- Record a **screencast** to YouTube using PowerPoint slides and voice-over.
- Type out a **transcript** of professor-created video content, or edit the auto-transcript 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 a course—or ask students to—by finding nothing but **text-only files.** Where would students find **gaps** or be **confused** about what’s next?
- Go through your course 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 asynchronous 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).



(over for more)

In the Next 20 Months

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

- Ask students to share their use cases about **how, when, and where they interact** with the content in your existing online course. For example,
 - What **devices** do they use to view & interact with tools and content?
 - How much time do they spend **learning how** to use course elements?
 - 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** any parts of the course?
- Map and build **one alternative path** through an existing online 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 online course, for a **pre- and post-change analysis**.



Continuing the Conversation: UDL in Higher Education

- **Boston College:** Brian Charlson and Mark Sadecki of the Carroll Center for the Blind have an in-house seminar entitled “Introduction to Web Accessibility for Content Developers.” Although it is designed only for Boston College staff, both creators are willing to share their expertise and content. BC partners with CAST to offer a post-doc fellowship in UDL leadership: www.cast.org/about/udlfellows/.
- **CAST [Center for Applied Special Technology]:** udloncampus.cast.org. One-stop web resource for learning about Universal Design for Learning.
- **CollegeSTAR [Supporting Transition, Access, and Retention]:** www.collegestar.org. 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]:** easi.cc/clinic.htm. Resources and free seminars on accessibility concerns.
- **National Center on Universal Design for Learning:** www.udlcenter.org. General 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 that can be used in an online environment.
- **University of North Colorado:** www.unco.edu/ctl/UDL/UDLonline/. 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 Online Course.”

Continuing The Conversation: Your Facilitator

Thomas J. Tobin, PhD, MSLS, PMP
Northeastern Illinois University
t-tobin@neiu.edu
(773) 442-4497
@ThomasJTobin

