

Really excited to have  
a special guest for this webinar, Eric Moore.

Eric comes to us from  
UDLHE and the University of Tennessee, Knoxville,  
as well as Scott Ready,  
who is the Accessibility Evangelist at Verbit.

I'll allow them to introduce themselves further,  
but we're really excited about this topic.

The Universal Design for Learning is something  
that we keep hearing about a lot from our customers  
and the community of higher education in general.

It's really become a great focus.

So we're very excited to have you here today.

This is meant to be quite interactive,  
so we really would love  
to have you submit your questions.

We'd love to answer them live.

We'll basically reserve the last 15 minutes of  
the webinar to really tackle all of those questions.

But we encourage you throughout  
the webinar, as we're going through the presentation,  
to really submit those questions as they come  
to you, and we'd really be happy to tackle them.

If for some reason we don't get to tackle them live on  
this webinar, we'll definitely be doing follow-ups after.

If, for some reason, you do have to jump  
off throughout, we'll also be sending out an

on-demand of the webinar

as well, so you'll have access to that.

But I think we're ready to get started.

So I will turn it over to Scott and Eric.

Eric, if you'd like to start, introduce yourself.

Sure. Danielle already did a lot of it,

but as a Universal Design for Learning specialist at

the University of Tennessee and a

consultant for UDL in Higher Education in general,

I've really had a unique opportunity, I feel,

to get to hear from lots of people

on what they're experiencing with

UDL integration around the country,

around the world, and to get to put into

practice myself here at a Research 1 Institution.

So that's something I'm very

fortunate to have that opportunity and I love to

share about what we're learning with the world.

So thank you for this opportunity.

Thank you, Eric, for joining us.

I'm Scott Ready and I have

over 30 years in education and inclusion,

worked in various different capacities, if you will,

from state agencies to

federal projects within higher education in K12.

My parents were both deaf.

They were instructors at

the Missouri School for the Deaf,  
so I had the awesome privilege of growing  
up in that culture and in that community  
of individuals that has  
seen technology develop over a lifetime.

So with that, let's get started.

Danielle, will you share the presentation?

Yes. I'm going to be sharing my screen right now.

Fantastic.

Well, here's our agenda for the next hour.

We're going to get started and take a look  
at a foundation definition,  
a refresh on UDL and how it's evolving over the time.

As Danielle said, there's been a lot of interest in UDL.

There's very few conferences that you can  
go to in this field that doesn't  
have at least a session or two  
around UDL and what is taking place.

So Eric's going to set  
the foundation for us there and then  
research to validate UDL and design application.

We're going to talk about some of  
the leading research that has taken place.

But all of that wouldn't be good if we didn't also take  
a look at the key strategies and  
models for effective implementation.

When we implement something,

then what are some of  
the models so that we don't have to reinvent the wheel?

Then talk a little bit about  
technology and how that is really  
enabling UDL and inclusion to really take place.

Then as Danielle said,  
at the end, we will have some time for Q&A.

So please, all throughout this session,  
feel free to submit your questions and we will be able  
to hopefully address all of them,  
if not most of them, at the end of the session.

So with that, Eric,  
we produced a webinar with CAST previously that  
was a great intro to the concept of UDL.

But let's do a quick refresher and talk about what  
UDL means briefly and how it's evolving.

I'm glad to do that.

Well, one of the first things I'd like  
to establish is that UDL itself is not a method.

It's not something that we do.

Rather, like any other framework,  
it's really a way of thinking.

It's a way of thinking about teaching  
and learning, and it's designed  
to help give all students  
an equal opportunity to succeed.

In practice, UDL really calls for flexibility

and learner decision-making in  
the way that they access materials,  
the way they engage with it,  
and how they show what they know  
that aligns with the three learning networks in UDL,  
what we call the effective network,  
which deals with how we engage  
in the learning experience, the recognition network,  
which is how we comprehend and perceive information,  
and the strategic network,  
which deals with how we take action and  
express ourselves in the learning experience.

Ultimately, UDL is designed to  
develop what we call "expert learners".

The primary goal of UDL is  
not necessarily content acquisition,  
but the development of expertise and learning itself.

We like to say in UDL  
that when you're an expert learner,  
content is grist to the mill.

You can learn anything you want to learn.

You're very good at learning,  
you love learning, you want to do more.

That's the ultimate goal of UDL.

One of the things that I like to  
establish is the difference between  
UDL and other models that also deal with inclusion,

specifically accessibility and accommodation models.

These three models, I want to establish really early, are not in conflict.

They are significantly different, but they're symbiotic; they're mutually beneficial.

In a UDL environment, it's very hard to imagine somebody saying that we're practicing UDL if they're not also accessible, if they don't also provide accommodations to those who need them.

UDL, I think, is the culmination of the objective that's sought after with accommodations and accessibility.

Consider, for example, when we're differentiating these terms, who is getting access to what?

So on the next slide, if we look at, for example, accommodations model, then in terms of who gets accessibility, accommodations are given only to those who have registered preexisting disabilities.

So, for example, if you have hearing loss or if you have a certain type of learning disability, you need to document that, bring it to a disability services center, and get the supports necessary for that.

What do they gain access to?

Typically, we're gaining access to materials and environments.

So materials might be, for example, for a student with dyslexia, they might have an accommodation where all of the text materials are made available in an auditory form, for example.

Or for a student who's in a wheelchair, they might ensure that on class field trips, and so forth, there's opportunities to ensure that they're able to participate.

The accessibility model, I think, expands in both directions.

Not only do people with disabilities gain access, but also, there's broader benefit, whether we're aware of it or not.

So, for example, the provision of closed captions is one opportunity in which, obviously, people who are deaf or hard of hearing benefit significantly from closed captions.

But we now have copious evidence that shows that everybody improves attention, retention, and comprehension of videos when they use closed captions.

When we build accessibility into the learning experience, into the environment itself, now

individuals don't have to go seek out special accommodations. It's available there for everybody, and so there's a broader benefit and greater extent of its effect.

UDL, I think, expands on this still further, where not only does it benefit everybody, but in fact, if you'll go and hit that animation, Danielle, it benefits everybody and it includes this element of coaching.

So let's look at captions again.

With an accommodations model, we might just have captions there.

Sorry, somebody would get access to the captions, an accessibility model that are available on all the videos in the class.

In the UDL model,

I would take one step further and I would talk to the students about the value of captions, and why they should try turning them on, and how that might benefit them.

That coaching element, you can see, is not just about, I want you to retain this content better, but I want you to learn something about learning itself.

I want you to get better at learning and to develop skills and strategies that you can take with you outside



my class and outside the formal learning experience.

There have been some important changes in higher education that, I think, really open up avenues for UDL to take more effect.

First of all, I think we have a growing awareness of learner variability as the norm, rather than the exception, in higher education.

Where traditionally we tend to think in terms of bright lines between disabled and not disabled, honors student, remedial student, and so on and so forth.

We have these clearly defined parameters and we just assume that those who don't have a special tag are lumped into this mythic average cluster.

But what we're seeing now is more and more attention to seeing that our students are in fact variable, and that variability is significant, and that variability is predictable, and that variability is not a problem unless the environment makes it into a problem.

There's also new prioritizations in terms of skill development.

So we're moving away from just focusing on hard skills into prioritization of what is sometimes called "soft skills" or more

accurately called "professional skills"

or "essential skills".

Things like leadership,

collaboration, critical thinking, reflection.

These types of skills that we're seeing

students need for life and work in

the 21st century are

the exact skills that

UDL seeks to develop in our learners.

Furthermore, we're seeing

a rapid emergence and demand for

new technologies, like

augmented reality and virtual reality,

the use of 3D printing in learning and

creation, and also the expansion

of online learning environments.

As these new technologies and

new media of learning begin coming forth,

it opens up opportunities to talk

about how we can use these new technologies,

these new environments to maximal effectiveness.

UDL, as a design framework,

is one way that we can begin framing those conversations.

In this way, we've begun to see

institutes of higher education respond.

So we're seeing more systemic

and systematic intentional practice

in institutes of higher education.

As two examples, Johns Hopkins recently started a program called HUDL, Hopkins UDL, effectively.

As far as I've been able to

understand from conversations with them,

they're basically working with developing

a cohort of faculty who become experts in

UDL themselves and begin practicing it

themselves, but also take that back

to their departments at their colleges and spread

the value of UDL and the support for UDL there in.

That hub-based network is very powerful.

What we're seeing there and at UT Knoxville,

we're following a similar process,

we're working up to that at this point,

is that UDL in higher education

really needs to be a collective effort.

We have seen lots of places

where individual practitioners or

isolated practitioners at a campus are doing UDL,

but it fizzles out or never comes to

its full potential because

we're not getting that strength of networking.

When we see people coming

together within a department, across departments,

between staff and faculty, like construction design,

student disability services, and so forth,

we begin to see a change in culture, and ultimately,  
that's what UDL is.

It's a change in the way

we think about teaching and learning.

It's a change of how we empower students and faculty and  
just the way that we view and

value education and the role of education.

We're seeing this development of

national and international community of

practices beyond individual institutions as well.

So, for example, the UDL higher education network,

which I'm representing today,

started with seven people three years ago.

Now, we have over 500 members.

We had UDL Higher Education

Digital Conference last October

that was just a figment of

our imagination one-year before and attracted

over 400 people from 17 countries and

four continents. We're very proud of that.

But really, what we're seeing is

that this community of practice

around UDL is growing and that's essential.

We're also seeing emerging research

and research agendas around UDL.

This has perhaps been the slowest coming.

Part of that is because where UDL

tends to find its most immediate success in  
higher education tends to be  
the more community college  
and teaching oriented colleges  
where people already invest in  
high-quality teaching and learning.

So to get into places where  
researchers are full-time, that's  
a part of somebody's full-time job,  
we're getting there and  
that research agenda is beginning to unfold.

Scott, did you want to introduce this?

Yeah, Danielle you got the slide? There we go.

Great. So now that we've laid a firm foundation as  
to the framework of what UDL is,  
the next question that I often hear is  
around the validation of the framework.

Would you share with us some of  
the research that has taken  
place around UDL and that is up and coming?

I'd be glad to.

One of the things that you have to understand about  
this is that because UDL is not a method,  
we can't necessarily frame UDL  
cleanly as an independent variable, like,  
"There, I did UDL. What happened?"

So instead, what I tend to be seeing is UDL

is a secondary independent variable, if you will.

By which I mean,

there are practices that we know will work  
that have impact.

But how do we choose? How do we  
get people to use those practices?

How do we know which practices  
to apply in a certain situation?

That's where UDL comes in.

So in the two examples of research I'm going to show you,  
on the one hand, you could say, "Well,  
it was the methods that they ultimately  
chose that lead to the outcome.

But they wouldn't have chosen those methods had they  
not been thinking from a UDL perspective."

So that, for example, is Gravel,

Edwards, Buttner and Rose,

and they wrote in a book,

the chapter in a book,

can you go back one slide, Danielle,

about how they were doing this research in the context of

a graduate-level teacher education course where

they were wanting to get away

from traditional lecture approaches.

Go ahead, Danielle. Sorry.

What they found at the end of this research, for example,

was one student talked about how she told

a teaching fellows that she felt more like a true member of the class, learned a lot about herself, and gained new insights into her learning disability and what it meant for her learning, simply because of the notetaking system that they employed. This notetaking system, which really used flexibility, and options, and choice making, and also made the notes published for all of the students in the class to share and to learn from, was highly motivating for students and really transformed a lot of students. This seemingly one little thing that was framed from the perspective of UDL made huge changes for the learners. Another study, Davies, Schelly, and Spooner explore the question of "Does faculty training and UDL work?" So they just did a five-hour training for faculty in UDL and they collected pre and post-data in terms of what high impact practices those faculty used over the course of a term. They wanted to see if UDL training would lead them to using more of those best practices. The results were overwhelming. They found significant outcomes in terms of which practices faculty used,

how often they use them,  
and the outcome on students based on those,  
simply because they received UDL training.  
So while it's entirely possible that they might have used  
those practices independent of  
being trained in UDL, they didn't,  
and they wouldn't necessarily know how  
to unless they had a framework that would  
guide the effective use of those practices in context,  
which is what that training provided.

So the big idea for me is,  
what we're seeing in the research at this point  
is that UDL, first of all,  
isn't something you do.

It's the way we think. It's a mindset.

It's a culture change.

But it informs what we do.

This means that UDL should  
be intentional, research-based practices.

The provision of learner choice and  
autonomy is all of those things,  
but it's how we do it, it's why we do it as well.

In UDL environments, learners not only learn better,  
but they learn to learn better.

Wow. I know I'm taking away several key points here,  
and writing notes down as you're talking, Eric.

As with everything though, implementation is critical,



and it's only as good as it's able to be applied.

So Eric, do you have some key tips that will really assist us in being able to implement and apply UDL in our learning environments?

Sure. Well, what I like to think about UDL as culture change, like we talked about, and you can't change culture by yourself.

So if you're going to practice UDL, you need to build a community.

Then it's part of that process.

I like to start with pain points or organic opportunities.

So, for example, people think everything is going well.

That's not a great opportunity to come in and say,

"Hey, you know what we need to do?

We need to change everything."

So what you want to do is look for those opportunities.

Maybe the school is facing lawsuits or push back regarding accessibility.

Maybe we have a huge grant that's going to give us an opportunity to invest in new technologies.

Maybe we're bringing our courses online.

Anytime you have this sort of something's in flux, there's opportunity, and there might be challenges here, that's a great opportunity to look at how can we take

this opportunity and maximize  
the outcomes for our learners,  
for our community, and that's  
a great opportunity to start talking about UDL.

At the same time, I think it's important to  
see it as success begets success.

Very rarely do you see UDL start from a top-down.

It's almost always bottom-up.

Almost always see an individual faculty  
has become a cluster of faculty,  
become a department, become a college,  
become the university, implementing UDL.

When you collect that success in the individual class,  
I encourage people to do action research.

Just document what's happening.

How are you making the choices that you're making?

How is UDL informing that?

How are your students responding?

What's their voice in all of this?

When you collect that data and share it with  
department chairs, with deans, with provosts,  
with presidents, then we  
begin to get the administrative buy-in,  
and we scale from there going upward.

So as far as some examples,

let's say that we're confronting  
some preconceptions and actively challenging them.

So if we have faculty, for example,  
who have a preconception that's very common  
that the more difficult a course is,  
the better it is for learning.

This is a very common conception in higher education.

I want my course to be hard.

I think that we need to separate  
this idea of difficulty from  
appropriate challenge or the quality of the outcome.

Maybe what we need to start thinking is not,

"Is my course rigorous?

Do students say that my course is hard?"

but "Can they do remarkable things  
by the end of the learning experience?"

If students find it not painful,  
not difficult to be able to  
learn to do remarkable things,  
then I call that really high-quality teaching.

So sometimes, we need to hit  
those misconceptions and preconceptions head on  
and use that opportunity to facilitate  
conversation of how we might grow together.

A second way is to think about using design thinking,  
where a lot of us as faculty in  
higher education tend to start our conversations of,  
"I'm going to be teaching a new course with,  
what textbook am I going to use?"

What materials do I need to assemble to transfer knowledge to my students?"

From a design thinking perspective, we don't start there.

That's the last thing we talk about.

We start by thinking about who are our learners.

We know now, from a UDL perspective, they're going to be predictably, significantly diverse.

I want to know where are they going to be by the end of the learning experience.

Then as long as they get there, do I really care how they got there or do I care more about the fact that they're there?

So can I provide flexibility and choice in the process that will enable more students to achieve more remarkable outcomes?

A third way to approach it is to model, model, model.

This was actually my dissertation.

It's something I'm very passionate about.

I think if we're going to be teaching people about UDL, we need to give them experiences with UDL, and then we need to explicitly reflect on those elements and why they worked.

As an example, in a workshop that I sometimes deliver about assessments in UDL, I often start by trying to define what is an assessment, and I put that up there, "I want you all to define assessments here because we can

have different conceptions of this."

Then I say, "But I can give you a minute and 30 seconds.

To do this, I'm going to ask you to take out your smartphone or tablet and record yourself explaining to me what an assessment is."

Now, let that timer tick away for a minute and 30 seconds, totally deadpanning, while they're

in a crowded room of adults,

many of them over 40,

who've never made a selfie video in their lives,

and they're struggling. They're obviously struggling.

I let the minute and 30 seconds expire,

and then I ask them, "So go ahead and turn those in."

They're kind of chuckling, like, "Is he serious?"

Eventually, we debrief and I asked them,

"What did I just assess?"

On the one hand, I thought I was

assessing what you think assessment means.

On the other hand, I was actually

assessing your capacity to make

a selfie video in

a minute and 30 seconds in

a crowded room of other adults.

That is completely irrelevant

to whether or not you know what assessment means.

What I'm doing there

is I'm engaging them in the learning experience before we

even talk about why we need to change our assessments,  
or how we can change our assessments,  
or how UDL informs all of that.

First, they've got to see the value.

That's something that we believe in UDL.

So if you're seeing that here in this workshop,  
then how can you do that in your classroom?

How can you engage your students  
and help them see value and meaning in  
the learning experience before  
you begin talking about content?

In terms of an institution, it's a couple ideas.

If your institution is moving courses online,  
like UTK is right now,

tie UDL & Accessibility into  
the conversation and the design plan.

The last thing that we want is for people to  
push things out and get connected,  
attached to poor quality designed materials.

I think UDL and accessibility need  
to be part of the conversation upfront.

They need to be part of how we put courses online,  
how we think about who our  
learners are that we're reaching, and all of that.

I have a course available at [tiny.cc/UDLonCanvas](https://tiny.cc/UDLonCanvas).

It's a massive open online course.

It's designed to walk through how can

UDL mesh with the features  
of the Canvas Learning Management System,  
and others have been adapting that for  
Blackboard and other LMSs.

It's a CC license,  
and I encouraged people to do that.

That's one way to look at how we can begin using  
LMS features to activate some of the principles of UDL.

If your institution is responding  
to accessibility lawsuits or  
threats of accessibility lawsuits  
and you're in a position to help,  
then help, but don't stop there.

We want to move from fear to inspiration.

Oftentimes with accessibility, we have people  
doing this because we're afraid of lawsuits,  
because we have to comply and just check the boxes.

We want to get people to a point where they actually see,  
"This really makes a difference for our learners."

One of the most powerful ways that I've found to do  
that is to have the students speak for themselves,  
have them talk about what  
accessibility has meant to them,  
and how classes that were designed with the principles of  
UDL enabled them to learn  
in ways that they were never able to before.

This can become a very powerful way

to continue to motivate faculty and administrators to continue the work of implementing UDL and accessibility together for everyone.

So as Eric shared with us at the beginning of this webinar, accommodation and UDL is symbiotic but very different.

One meets the needs of a very specific audience and the other enhances the experience for all, but then, incorporating that coaching element within the UDL.

So with that, I honestly think that captioning is, again, one of the best examples of how technology really creates an environment that benefits all students. Technology can increase accuracy within the captioning, it can lower the cost of captioning, and really provide a quicker turnaround.

So let's take a look at that now.

Okay.

So with that, there are many examples, and Eric alluded to several of those about how captioning enhances the content engagement for all students.

No longer is that a question. That's been proven.

But how many of you have tried to search for a specific term or a phrase in a video?

After fast-forwarding, rewinding,



depending on how important it is,  
typically, you just give up  
and just sit there and just watch the entire video again  
trying to find that one exact spot.

But oftentimes, students won't do that.

Oftentimes, students will just disengage.

So captioning enables you to be able to search.

So have you ever heard of a term in class,  
for example, but was unsure how to spell that term?

Maybe even you were assessed on  
that term, but you weren't able  
to recognize it on the assessment because  
you've never really seen that term before.

Again, captioning provides you  
that ability to not only hear the term,  
but to also read those terms in your class.

One last example: have you ever had  
a professor that has an accent  
and you're unable to comprehend all of what's being said?

I think we all get the picture here,  
and one statistic I like to share is that  
85 percent of Facebook videos are watched silently,  
and when I ask my participants in  
webinars or in workshops or  
just going around talking with people,  
90 percent of the people tell  
me that they use captions on

a regular basis when they're watching movies or they're in a noisy environment.

It's really become the norm now in society and among all individuals.

It's really up to us to take this information back, and like Eric was saying, build that community, build that awareness within our institutions, and share the information that you are able to obtain today.

Here's the main point that I've come to

use over and over again,

it's almost become my mantra,

is that rather than have

captioning be an accommodation feature,

let's make it a learning feature.

So I think that it can really drastically enhance the engagement of our students with their content.

So with that, Danielle,

I want to ask what questions have come in that we would be able to then engage with the participants here?

Sure. So to begin with,

I think, we are seeing

definitely more of a shift toward online.

So one of our audience is wondering

the relationship between UDL and

online courses with that shift happening.

Yeah, I think we're seeing

more faculty, who feel very confident about teaching in a brick and mortar setting, find themselves often much less confident in the context of an online setting.

I already happen to be a social learning theorist, so I adhere to the phrase that teachers teach as they've been taught, not how they've been taught to teach.

So if I have a lot of examples to fall back on, I'm teaching in an in-person classroom, I'm likely to gravitate towards those when it comes time for me to teach in a classroom if I haven't received any formal training, and sometimes even if I have.

However, when we move into an online environment, far fewer faculty, at least at this point in time, have had a lot of experience learning in an online setting, and so that openness to learn is actually absolutely essential here.

So we're seeing faculty openly saying, "I need help bringing my course online. I need to learn. How do I do the pedagogical work in the context of an environment where I don't get to see my students, I don't see them raise their hand.

I don't get to have them necessarily  
talk to each other in real time.

What does that look like?"

Their inquisitiveness is a perfect avenue  
to begin introducing new concepts,  
UDL being just one,  
accessibility being another,  
things like instructional design in  
general and how that  
influences the design of the online learning experience.

Lots of things, I think, are coming into that, largely  
just because the faculty are  
prepared to learn in that situation.

I think we are seeing also a lot of  
students are more discerning and more  
demanding of what they expect  
to see when they take an online course.

When I took my first online course in probably 2005,  
the quality of online learning was  
not great but it was novel,  
and I just took what I saw  
because I didn't have any schema  
or basis to challenge it.

But now, there's so much available  
online for guiding high-quality learning.

Some of it very informal, but really influential,  
like TED, YouTube, Khan Academy,

these types of things that have really demonstrated that people do learn online on a regular basis, and if they're going to pay money to attend an institute of higher education and learn online, they have high expectations of what the quality will be like and what their experience will be like.

So again, that's offering them the opportunity to have these conversations, and it is happening, and so we're starting to see faculty tap more into the instructional design departments, into communities of practice, to improve the quality of their online courses.

It's interesting. I've been in the online environment now for 20 years.

Started with WebCT back in the old day, and it's interesting, like you said, Eric, that when it was introduced, it was the one tool that was just out there to be able to be used with everything.

But now, as it's developed, it's been refined, and so now, there's various versions of it in order to be able to use a more well honed tool to

be able to fit the needs of various environments and various needs.

So being able to take that and not just throw online to the educational community, but be able to really analyze and how are we going to use this pedagogically.

Are we going to use it in a hybrid environment?

Are we going to take the tools and really use it to the benefit of education rather than just having a different modality of delivering courses?

I think there's a lot of things that also apply with UDL in that same front.

Being able to look at UDL and how are we going to use that pedagogically that benefits the educational environment as opposed to just looking at it as just an overall framework.

Absolutely. Yeah. I think that comes at two points.

First, I think it's how instructors need to design their courses with these best practices in mind.

But the coaching element is hugely important.

A common misconception is that these students who are coming up, these traditional students, 18 to 24-year-olds or so, are experts at learning online.

That's just not necessarily true.

Just because they grew up with social media, they know how to use Twitter, and Snapchat, and Instagram, and so on and so forth, for their social lives, does not necessarily mean they know how to learn online.

So UDL reminds us of that, reminds us of the value of coaching.

We've been talking about captions a couple times in here and that's just one example where the vast majority of students, in my experience, who would benefit from captions don't know to turn them on unless they're in an obvious situation.

So those types of little tips and tricks that we can give our students to help them learn better.

To me, this is what technology is.

Technology allows individuals to make choices in a way that previously would have to be an executive decision.

So as in a traditional classroom, brick-and-mortar with no technology,

I might recognize that some of my students will do better if they're listening to the book, some of them will do better if they're reading the book, some will do better if they have both,

and so I have to either split them up into different parts to the classroom physically or I have to do one and then the other.

It's very teacher-mediated.

Whereas in a technology environment,  
now the students who are equipped with the knowledge and  
the skill of how to use  
software and technology to, for example,  
convert a PDF into an audio file, can say,  
"I would prefer, in this situation,  
to listen to it while I'm  
reading it because I know  
that as an English language learner,  
that's a great way to enhance my vocabulary and my  
pronunciation," and individuals can  
begin to make those choices.

What we're trying to do is teach  
them what choices are available to them,  
how and why to use them,  
and then how in fact to utilize them.

Love it. Danielle, what's next?

So we have another question coming in,  
based on what you both just mentioned,  
"Would you recommend using  
open captions as opposed to closed captioning  
to avoid students not being  
aware that captioning is an option?"

If I'm given the choice between the two of them,  
I would always choose closed captions  
and I'll explain why in a moment.



That said, I want to start  
by pointing out,  
there is research that  
shows that open captions do not hurt anybody.

So if I happen to be in  
a lecture hall and I'm  
showing a video on the front of the class,  
I will always open caption that.

For those of you who are  
unfamiliar with this terminology,  
open captions basically just means it's on,  
you can't turn it off.

Closed caption is what you can turn off and on.

So I would always use  
captions when I'm presenting to a group.

Now, when I'm teaching  
online and the students have  
their own copies of the videos,  
then I would use closed captions because you might find  
some students who say, as in the individual,  
the researchers were looking at  
a large group.

An individual might say,  
"I find it distracting and I can  
process it better if I'm just listening."

There are always going to be exceptions to the rule,  
and so I want them to be able to

accept themselves in that situation.

I also want students to be decision-makers.

I want them to choose to turn it on

because if they only experience

captions when they're forced on,

then they get used to that passive,

"I'll just receive captions if they're

on," and they're not learning to think,

"You know what? Captions will benefit me.

I should turn them on."

So rather, I'm actually involved with

that coaching aspect,

encouraging them, more than once, to

turn them on and getting them to

feed back on that maybe.

The goal of UDL, again, is not

to just get the content to them,

in which case, I would certainly use open captions.

The goal is to get them to be

decision-makers, informed decision-makers,

and closed captions are,

I think in that situation,

more effective to that end.

I agree and another component to that

is to make sure that the captions are done with quality.

I oftentimes think that goes unsaid,

but I just wanted to make that point.

Great. We did have a question come in about if a PowerPoint presentation and this webinar will be available afterwards.

So I just wanted to quickly address that.

Yes, we will be sharing an on-demand link for you to re-watch the webinar, as well as the presentation itself, and the PowerPoint slides, and we'll also be adding a transcription to this, so you'll be able to search and go through if there are specific elements of this that you'd like to go back to, just as another helpful feature.

But just going forward with the next question.

I know, Eric, you started to get into this, but just some beginner steps for someone at a school that maybe isn't super invested in UDL and is really looking to just start to make the way there.

Do you have some kind of tips or best practices on just first getting started?

Yeah. I guess it depends on who it is that's starting it.

Oftentimes, coming from faculties, sometimes it's somebody from instructional design or disability support services.

Very rarely it's an administrator and

it is an important distinction of K12 to higher-ed,  
where in K12,

a strong administrator can get people on board  
and herd people together to move  
forward with the new initiative.

I've found that in higher-ed,  
an administrator comes in with  
something that the faculty don't  
yet have buy-in for is not going to make any progress.  
So it does tend to come from a bottom-up perspective.

So let's look at, let's say,  
in my context, I would see an instructional designer.

That was my role here, coming in with UDL.

Ultimately, it's about making your team.

So the very first thing that I did was

I worked with the other instructional designers  
on my team to help them become informed, an expert in UDL.

To me, that meant just integrating it into  
the processes that already existed.

What I did not want to do is have it be something that we  
tack on at the end of our design process.

It had to be, "You already have  
a highly effective design process.

What does this add to what already  
works to make it even better?"

So, for example, I created  
an oxymoron of a interactive bulletin board,

where we had a bulletin board that would present specific scenarios.

For example, students come in to a given lesson.

Our variable, in terms of

the background knowledge and skill that they

have with regards to this lesson,

in a traditional approach,

we would aim for the middle,

and those who need remediation,

those who are ready for more challenging approaches,

they're just going to have to muddle through.

I designed this such that it was

like one of those folders

where you could just flip it up.

So on the front was the scenario and you flipped

it up and that provided a specific way

that we could address this barrier using the features of

Canvas, and this was relevant at

the time because we were transitioning to Canvas,

and I invited them with

a QR code to share

another way that we could approach this,

either an in-person classroom or online.

It was a way, we rotated the scenarios every week.

So we would get to see people

in the hallway stopping and looking and thinking,

and it wasn't about what methods are you using.

It was how are you getting  
to choose a method that you're using,  
and why are you using those methods?

It was about recognizing  
the variability of our learners and why we  
needed to be flexible in  
the way we designed learning experiences.

I also would break into our team meetings.

We have several different teams here,  
and I would jump into the team meetings with 10 minutes.

What is UDL?

What is learner variability in the framework of UDL?

How is UDL different from accessibility?

Things that we're talking about here as well.

Those 10 minute just introduce  
a theory and have a little conversation  
about it and then throughout  
the week we're putting it into  
practice with what we're actually doing.

That the key takeaway, and everybody is  
not going to approach it the same way I did.

But for me, the key takeaway was, again,  
I needed to see who's around me and how can I make this  
relevant to them instead of hoping that  
they're going to come and see  
the value in what I believe in.

If I were faculty,

I would use a very similar approach,  
wanting to share these ideas  
with people in my department,  
inviting them to come watch my class and  
give me feedback when I'm  
putting these things into practice,  
giving them specific look for, that kind of thing.

I would also want to be collecting  
action research, looking at,  
I know in the past my students have really struggled with  
this particular assessment or  
with this particular concept.  
I've got historic data on that.  
So already have a baseline and I'm going  
to use UDL to rethink how I present this assessment.

This concept allowed them to learn through  
this module and then  
get the student results and feedback based on that.  
We can then begin demonstrating what happened,  
and sure, it was the method,  
but I wouldn't have used the method if I  
wasn't thinking from a UDL perspective.

You'll begin collecting that  
not only as an individual faculty,  
but I began to get my colleagues doing that as well.  
We get a rich collection of  
evidence where we use many different methods,

but it was all framed with  
the UDL perspective and look what happened.

As you collect those,  
publish them as white papers,  
blogs, whatever makes sense,  
even journal articles would be  
fantastic if they get to that level of maturity,  
and share those with department chairs with deans,  
share them with grant committees to get  
funding to support buyout and things like that.

It's really about scaling.

One of the point then is that faculty often  
feel that the biggest barrier is the fact they  
just don't have time to do what they perceived to  
be the overwhelming work of redesigning course with UDL.

To that it's really important to  
see Rome wasn't built in a day.

We can do this as an iterative process.

I always like to start with those pain points again.

Where the students struggling right now?

Let's fix that this semester.

Let's get that natural feedback.

Again, I'm social-cognitive, and so I think that  
social feedback motivates me to  
want to do more like that next time.

So then I look for something  
else I can do and pretty soon I'm



not patching holes, I'm enhancing quality.

Might be three or four semesters

down the road I look back,

"I have come a long way" and it wasn't actually that

painful when you broke it

down in steps by steps along the way.

Great. That's really helpful.

Another question that's coming in

is specifically around additional resources.

Christine, one of our attendees actually called out

implementing UDL on the Canvas platform, Eric,

which is one of the things that you I think were

involved with about access to a resource like that,

gaining access to it as well

as additional resources that you might

recommend for individuals to consult in this process.

I see the question there it is free.

That was one of the things that

I was very passionate about is,

is open education resources,

and I wanted to contribute to that.

There's a direct link, so you're free to join that you

don't have to have a subscription to

canvas or anything of that nature.

Canvas network is basically just a MOOC host.

Some of the MOOCs on

there do have fees associated but this one does not.

So I encourage you take a look at that.

As far as other resources,

I would strongly recommend [udloncampus.cast.org](http://udloncampus.cast.org).

So this was a website that

was redeveloped maybe about four or

five years ago by

the Center for Applied Special Technology or CAST,

which is the origin and the mastermind behind UDL.

Their website is focused specifically on

higher education with great resources and examples,

strategies and so forth.

It's a great place to start.

CAST has also published

a book called UDL Theory and Practice.

You can find that book at [udltheorypractice.cast.org](http://udltheorypractice.cast.org)

and in that form,

you'd create an account but that's free as well.

You can buy in a print copier I think it's \$40 or \$50,

but they're intentionally trying to drive people to

the online format because

they see again like we've been talking about in here,

that's where UDL really thrives.

When we give people the flexibility

of multimedia representation of content,

the ability to interact with the book,

they basically re-envision what is a textbook?

And does it have to be as static as it always has been?

But it's also well know

the best introduction to UDL I've ever encountered,

so that's a great thing to read.

If you enjoy reading you might also

look into a couple books.

Tom Tobin and Kirsten Behling released Reach Everyone,

Teach Everyone last year which is

a great introduction to UDL on

higher education as something to practice.

They do a good job of exploring not

just what does UDL look like in a classroom,

but what does it look like in admissions,

in dorm life, in

students services and so on and so forth.

My colleague Jodi Black and I also

published a book earlier last year called

UDL Navigators in Higher Education and that's

intended to be a field guide for

people who may be like you,

are the ones who are spearheading

UDL efforts in the context of higher education.

Gives some pragmatic ideas and strategies to tie UDL into

existing frameworks and concepts

that we see in higher education.

To provide you some other choices

other than just printed material,

if you go to YouTube I know that Tom Tobin

also has a series of videos that you can watch about UDL and touches on a lot of the important points that are also in his book.

Eric do you know of other videos that are available by other individuals that have produced those?

Well, you can look at the UDL-IRN, they're their YouTube channel and among other things all of the videos that were recorded from the UDL higher education Digicon last October are available there.

They also have network and learn sessions.

Their organization one of them I'm representing here UDL higher education network.

We have quarterly meetings, we have one coming up and our videos are also hosted in the UDL-IRN YouTube channel.

So those are more round tables rather than presentations they're conversations about issues that we're facing.

For example, how do you start the conversation of UDL or what is the state of the research in UDL?

Those type of specific themes that we look at in those quarterly meetings in conversation.

Then I would also encourage people to look at the website [learningdesigned.org](http://learningdesigned.org).

Learning designed.org is a joint venture between CAST, UDL-IRN and I can't remember which other organization but

it's meant to be a one-stop shop  
for all things UDL related,  
including you can now get certifications  
at two levels there and they're working on a third,  
and they have a resource bank,  
they have people that you can get in contact with,  
with networks and so on and so forth.  
So that's good meta-resource to be popping around as well.

That is [learningdesigned.org](http://learningdesigned.org) let  
me responding to the chat  
with the request for the hyperlink.

Perfect. Danielle? Danielle you're on mute.

I think we are getting say the last couple  
of minutes of this session.

So just on it as in any big key takeaways that you  
really would like people to walk away from  
maybe your top one or two points,  
if the higher education folks  
that are listening could really focus and,  
on and on what you might suggest there and  
just some inspirational note to end on, I'd like.

Sure. Well, first of all,

I've said it a few times but it bears repeating.

You've got to find your people.

UDL is not something you can practice on your own.

You might do it for a little while but you will burn  
out and that's not all of them.

A huge perverse again,  
UDL is about teaching our students to learn and  
that they only experience that one time in one class,  
is not going to change them.

They'll be like I had that great professor that one time,  
right when we see it begin to be,  
every class in this department  
is taught with UDL and is explicit,  
the students start using that language,  
they start internalizing it.

That's when we really begin to see  
significant change in who they are,  
as learners, as experts in learning.

So find your people, make a team,  
whatever that looks like it,  
sometimes you can't yet get it  
internally then recheck externally.

That's what the Higher Education Network  
was about and remains to be about, let's find some people.

The second thing is to don't doubt your own significance.

As an individual, we've seen  
over and over in places of higher education,  
UDL gets started because of somebody  
and it's not usually somebody with power.

It's really important to see that,  
as somebody who sees the value in this  
and decides that they want to push forward with it,

finding their people, collecting the data,  
doing all that work, being the navigator.

So I've often reflected back on a poem  
that's been attributed to several sources  
including Benjamin Franklin.

I don't think any of that is true,  
but it's a great poem and it goes something like;  
for the want of a horseshoe nail, the shoe was lost;  
for the want of the horseshoe, the shoe was lost;  
for the want of the horse, the rider was lost;  
for the want of the rider, the message was lost;  
for want of the message, the battle was lost;  
for the want of the battle, the war was lost;  
for want of the war, the kingdom was lost,  
all for the want of the horseshoe nail.

Sometimes the most seemingly  
insignificant of us like I'm here I am as  
an instructional designer that in a huge campus  
with 25,000 undergraduate students  
in a tiny derelict building on campus.

But I've been able over the course of three years to have  
huge conversations and we now have Vice Provost  
talking about UDL and I'm excited about that.

I don't mean to take credit for that myself entirely,  
but it is about how I found people,  
who found people, who found people.

You've got to expand and you've got to start something.

In my UDL Higher Education Network

that we have this saying that,

nobody is coming for us.

So when we talk about,

we would love to see it this or that I say,

"Great, present it. Propose it."

They could have you in one of the leadership position.

This is what we do.

So in November of 2018,

we said, wouldn't it be great

to have a digital conference?

We know there are people from all over

the world who would love to attend something like that,

I said well, "Who's going to do it?"

It's got to be us, right?

So we got people together and we made it happen.

11 months later it happened,

and that's the initiative I think

that we need to see if we want to change

the culture of higher education,

if we want to change

what it means to be a higher education learner,

a higher education faculty,

people have to start rocking the boat,

and I say I think that's you.

Eric, this has been absolutely fantastic.

I've I've taken a page full of notes already,



and I can't wait to go back and watch this session again.

I know that our participants have taken away a lot of great information too and, so with that, Danielle?

You want to take us out?

Absolutely.

So thank you all so much for joining.

As we mentioned before, we will definitely make this available on demand, and we will send you an email notifying you when it is up on our website and you can start re-watching it.

We also encourage you to continuously keep in contact with us.

We're doing a lot of these Webinars quite frequently, just really surrounding higher-education themes and trends we're hearing about, technologies that we're really interested in and we'd love to also hear from you.

So if there are speakers that you'd like to hear from in the future, questions or topics that you'd like us to address, please feel free to respond to any of the emails you've received from us directly and we will be happy to address those.

So thank you, everyone and have a great rest of your day.

Thank you for joining.

