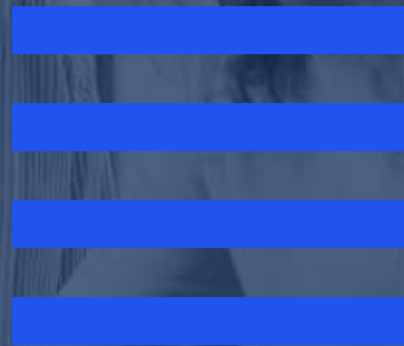


verbit^y **webinar**



The UDL Power Shift

Empowering Learners as Key Decision Makers



Featuring:





Our Speakers



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Agenda

- **A Refresh on UDL and How It's Evolving**
- **Research to Validate UDL Design Application**
- **Key Strategies and Models for Effective UDL Implementation**
- **The Role of Technology in Empowering UDL & Accessibility**
- **Speaker Q&A**



Universal Design for Learning: Quick Overview and Update



Quick Overview: Universal Design for Learning

What is UDL?



- A way of **thinking** about teaching and learning that helps give all students an equal opportunity to succeed.
- In practice, UDL calls for **flexibility** and **learner decision making** in the ways learners access material, engage with it and show what they know.
- UDL intends to develop “**expert learners.**”

Source: CAST.org



Quick Overview: Universal Design for Learning

UDL vs. Accessibility vs. Accommodations

- Significantly different, but “symbiotic” (mutually beneficial)
- Consider the “for whom” and “to what”



For Whom

- (Registered) people with disabilities.

To What

- Materials, Environments

Accom.
Model



For Whom

- (Registered) people with disabilities.
- + Broader benefit (aware or not)

To What

- Materials, Environments
- + Comprehension, Usability

Accessibility
Model



For Whom

- (Registered) people with disabilities.
- + Broader benefit (aware or not)
- + Everyone (with coaching)

To What

- Materials, Environments
- + Comprehension, Usability
- + Learning itself

UDL
Model

E.g. Captions: One example to help *all* students



How UDL is Emerging in Higher Education

Changes in Higher Education

- Increasing awareness of **learner variability as the norm**, not the exception in higher education.
- **New prioritizations in skill development.** More prioritization for “soft skills” and less on “hard skills.”
- Rapid emergence of and demand for **new technologies** and **expansion of online learning environments.**



How UDL is Emerging in Higher Education

UDL as Proactive Response

- More **systemic, intentional** practice in IHEs.
 - E.g., Johns Hopkins, UT Knoxville
- Developing national and international **communities of practice** around UDL
- Emerging research and research agendas



Research To Validate UDL Design Applications



Study: Gravel, Edwards, Buttimer, & Rose

UDL in Design, Delivery, Reflection...

- **Context:** Graduate-level teacher education course
- Refocused **goals** on content, learner skill (expression), and affect
- Selected inherently flexible **materials** for learning
- Rebuilt **methods** for engagement and flexibility

Study: Gravel, Edwards, Buttimer, & Rose (2015)

“

One student told [a teaching fellow] 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 (p. 88).



Second Study: Davies, Schelly, Spooner

Does Brief Faculty Training in UDL Work?

- **Context:** High research university faculty, 5-hour training
- Collected **pre/post data** on several high impact practices over term
- Intervention group (UDL-trained faculty) **applied** best practices significantly more than control group
- **UDL training** is a way to support faculty intentional use of best practices for student success



UDL Application: Successful Results

Big Idea...

- UDL isn't "something you do," it's a way we think—a mindset, a culture change. But it informs what we do (intentional, research-based practices, provision of learner choice and autonomy).
- In UDL environments, learners not only learn better, but learn to learn better.



Strategies and Models: Effective UDL Implementation



Best Practices: Implementing UDL Effectively

Key Tips

- Build a community. UDL is ultimately “culture change.”
- Start with pain points or organic opportunities.
- Success begets success. Start small, end big.



Models to Encourage & Implement UDL

Example models (Instructor & Designer)

- Confront preconceptions and actively challenge them. We can't change our mindsets until we understand our misconceptions.
- Use design thinking. Who are our learners, where are we going, how can I provide flexibility in getting there?
- Model, model, model. Give them experiences with UDL, then explicitly reflect on those elements and why they worked.



Models to Encourage & Implement UDL

Example models (Institutional)

- If your institution is moving courses online... Tie UDL & Accessibility into the conversation and design plan.
(See: tiny.cc/UDLonCanvas)
- If your institution is responding to Accessibility lawsuits (or threat thereof), help... but don't stop there. Move from “fear” to “inspiration.” UDL + Accessibility for *everyone*.



The Role of Technology: Empowering UDL & Accessibility



The role of technology is significant

- Technology enables learners to make end-user decisions.
- Learners need to learn how to use these features, they need modeling, training, and chance to discover what works for them.



Q&A

Any Questions?



Thank You.

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