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VIRTUAL SUMMIT, APRIL 1st 2020

# Designing Courses & Campuses for Students' Diverse Needs

**Eric Moore**  
**Luis Perez**  
**Jennifer Pusateri**  
**Danny Smith**



# SPEAKERS



**Eric Moore**

Ph.D., UDL and Accessibility  
Strategist, UDLHE and University of  
Tennessee, Knoxville  
Consultant, [innospire.org](http://innospire.org)



**Jennifer Pusateri**

Universal Design Consultant, UDLHE,  
University of Kentucky & CAST National  
Faculty Member



**Luis Perez**

Ph. D., Technical Assistance Specialist,  
National AEM Center at CAST



**Danny Smith**

Faculty at George Brown College,  
Ontario and UDL Consultant



## AGENDA

### Option 1

Do you want help right now?  
Our panel is prepared to respond  
to your crisis-oriented questions.

### Option 2

Addressing the current situation and  
the proper methods and times to  
introduce the Universal Design for  
Learning approach.



Option 1: Tackling the current crisis, exploring the top common questions and addressing yours now



The current COVID-19 crisis has led *most schools* to quickly move their courses online



## Common questions we encounter about UDL

Is this the right time to talk about  
**UDL and accessibility?**





## Common questions we encounter about UDL

**What are the top problems you're seeing right now and how are you addressing them from a UDL/A11y perspective?**



## Common questions we encounter about UDL

**What three actions would you take immediately to support learner variability?**



## Common questions we encounter about UDL

What **accessibility features** would **you prioritize** for emergency online class deployment?



## Common questions we encounter about UDL

**What are the top resources available for use right now?**

The background of the slide is a blurred, dark blue-tinted photograph of a classroom. A male teacher in a suit and glasses stands at the front, smiling. Several students in the foreground have their hands raised, indicating an interactive session.

Your Turn:  
Submit your questions live



# Option 2: Support for UDL design and implementation



Exploring how to implement the **UDL approach** effectively based on leading research & improvement of the learning experience for all students



## Common questions we encounter about UDL

Who should be the one to “**lead**” a **UDL movement** on campus?





## Common questions we encounter about UDL

Is UDL explicitly for including **students with disabilities**?



## Common questions we encounter about UDL

Can you explain the **difference**  
**between variety and choice?**



## Common questions we encounter about UDL

How do you explain the  
**importance of choice to the  
students themselves?**



## Common questions we encounter about UDL

How can a **university** get started  
with **UDL**?



## Luis Perez

Ph. D., Technical Assistance  
Specialist, National AEM Center  
at CAST

### UDL resources and best practices to consider

- **National AEM Center and Cast** have some great resources, such as UDL on Campus and AEM Center Access and Distance Education Resources and webinars, including:
  - Personalizing the reading experience for learners (built-in accessibility features)
  - Creating high-quality and accessible video
  - Creating accessible documents and slide decks (descriptive links, images with descriptions, designs which are intuitive)
  - Making math notation accessible (math tools for the classroom)
- **3 Accessibility Tasks Anyone Can Perform**



## Jennifer Pusateri

Universal Design Consultant,  
University of Kentucky & CAST  
National Faculty Member

### Solve instructional problems with the UDL Framework

**Problem:**  
They don't understand the concepts.

**Solution:**

Provide options for  
**Comprehension**

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

### The UDL Framework as a Troubleshooting Guide

1. Determine the problem of practice (POP)
2. Match POP with a UDL guideline
3. Narrow it down to a checkpoint
4. Find UDL-aligned strategies
5. Reflect & Adjust



## Danny Smith

Faculty at George Brown  
College, Ontario and UDL  
Consultant

### UDL tactics to consider

- **Co-constructing learning:**  
Tactics to involve students in the online course delivery
- **Engagement:**  
Tactics to promote engagement in online classes



## Eric Moore

Ph.D., UDL and Accessibility  
Strategist, UDLHE and  
University of Tennessee,  
Knoxville

### Ideas based on research and implementation of UDL

- **UDL on Canvas (MOOC)**
  - About 8-hours to complete
  - Provides theoretical foundation, then highly practical application
  - Can be adapted, customized, or guided with feedback.
- **Establishing the UDL Navigator program at UT, Knoxville**





Any Questions?



# SAVE THE DATE

## Ask The Expert: Moving Schools Online

April 7th | 12:00 - 12:30 pm EST

Join us for a 30-minute deep dive into the topic of best practices for online learning.

[info.verbit.ai/moving-schools-online](https://info.verbit.ai/moving-schools-online)



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# THANK YOU!



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