EduALL
MAKING HIGHER EDUCATION WORK FOR ALL LEARNERS
Designing Courses & Campuses for Students’ Diverse Needs

Eric Moore
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SPEAKERS

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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?
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
Who should be the one to “lead” a UDL movement on campus?
Is UDL explicitly for including students with disabilities?
Can you explain the difference between variety and choice?
How do you explain the importance of choice to the students themselves?
How can a university get started with UDL?
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**
Solve instructional problems with the UDL Framework

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

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
UDL tactics to consider

- **Co-constructing learning:**
  Tactics to involve students in the online course delivery

- **Engagement:**
  Tactics to promote engagement in online classes

Danny Smith
Faculty at George Brown College, Ontario and UDL Consultant
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

Eric Moore
Ph.D., UDL and Accessibility Strategist, UDLHE and University of Tennessee, Knoxville
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
THANK YOU!