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- If you are here for another reason, please let us know in the chat!

Note: These sessions are recorded and shared on the BCcampus COVID-19 website

A Few Guidelines for Webinars

- Please refrain from identifying individuals and institutions
- Be mindful that everyone comes to this space with their own experience and needs
- Be respectful of everyone's emotional and mental boundaries at all times
- Use this time to practice respectful dialogue
- The BCcampus Code of Conduct includes webinars

Be Calm. Be Kind. Be Safe.

– Dr. Bonnie Henry



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Adapting to COVID-19

Using Universal Design for Learning (UDL) to Remove Barriers for All Learners

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BCcampus

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Territorial Acknowledgement

We gratefully acknowledge and honour the territory and the lands on which we are gathered:

We at KPU work, study, and live in a region south of the Fraser River which overlaps with the unceded traditional and ancestral lands of the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt and Kwikwetlem peoples.

We respectfully acknowledge the Justice Institute of British Columbia's New Westminster campus is located on the unceded traditional territories of the Qayqayt and Musqueam Peoples.

And other numerous nations across British Columbia - type yours in the chat!



Learning Objectives

- Recognize barriers in the online classroom
- Understand how design thinking can support online classes
- Explain Universal Design for Learning principles
- Identify ways of mitigating barriers in online learning using the UDL framework



Agenda

1. What is UDL?

2. Design Thinking

3. Online Learning & Barriers

4. UDL for Online Learning

5. Ideas to Try



What is UDL?

UDL is a **curriculum design** framework for addressing the diversity of learners in our classrooms.

As a designer, you are developing **maximally accessible** curriculum that both you and the student are interacting with.

A systematic design approach removes learning **barriers** by clarifying learning **goals** and providing a **flexible** instructional environment.



UDL Priorities

Teaching to the Margins

Proactive vs. Reactive

Remove Barriers

Enabling Access

Clarify Expectations

Flexibility and Options

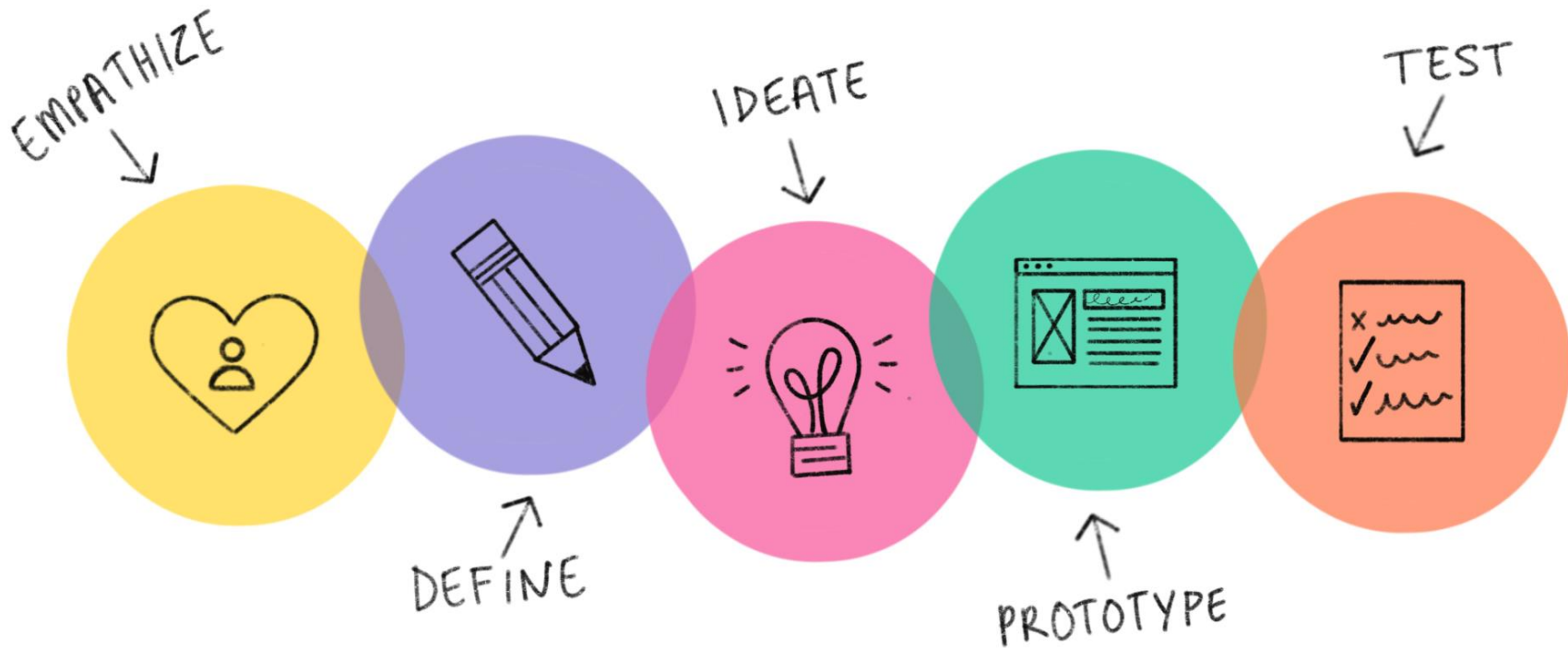
Varied Assessment

Creating Expert Learners



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Design Thinking





Barriers in online learning tend to cluster around:

- mapping the online environment (projects, exams, content, due dates);
- feelings of isolation (e.g., not sure how to engage, less social feedback, not sure how to ask questions, instructor feels remote and unavailable).



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Online Learning & Barriers

Many of these barriers emerge because the LMS supplants human agency (Morris and Stommel, 2019) and pedagogical decisions are made within its confines rather than making decisions around sound pedagogical practices.



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The Mission

- Generate connection and community
- Explicitly design for engagement
- Make authentic, flexible connection between content and lived experience
- Engage in an ethic of care



UDL Framework

AFFECTIVE NETWORKS: THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS: THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS: THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.



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UDL for Online Learning

From an engagement standpoint, UDL has three priorities:

1. recruiting interest
2. sustaining effort and persistence
3. supporting self-regulation



UDL for Online Learning

From a representation standpoint, UDL has three priorities

1. Providing options for perceiving and learning new information
2. Provide choice for the language and symbols students use to represent their ideas
3. Support learning through multiple means for comprehension



UDL for Online Learning

From an action & expression standpoint, UDL has three priorities:

1. Provide options for physical action
2. Support students in creating alternatives for expression and communication
3. Support students in goal-setting, planning, and managing and monitoring workload



Ideas to Try

- Start small and concrete
- Choose your starting point in the framework
- Construct clear learning goals
- Assess engagement: what do students want to know/build/develop?
- Consider alternatives for action and expression
- Work iteratively and reciprocally to gather feedback



Engagement

1. Build in opportunities for learners to provide their input on how classroom tasks are designed.
2. Build activities that ask learners to engage with a “real” audience and have a clear real-world purpose.
3. Divide long-term course or assignment goals into smaller short-term objectives.
4. Require learners to reframe course objectives into their own personal learning outcomes.
5. Construct linked tasks with varying degrees of difficulty that require learners to work toward similar course goals or outcomes.
6. Give learners feedback frequently and in a timely manner.



Representation

1. Pre-teach important vocabulary terms in ways that connect to prior knowledge.
2. Give learners resources like videos, animations and simulations that they can control in sound and speed.
3. Provide transcripts for video clips.
4. Highlight relationships between important components or ideas. (e.g. transition words in a text, links between ideas in a concept map)
5. Provide same information using multiple representations o . (e.g. formulas, word problems, graphs that reinforce the same ideas)
6. Chunk information into smaller content to help learners develop their knowledge.



Action & Expression

1. Build opportunities for learners to communicate their knowledge in a variety of formats where appropriate and relevant.
2. Provide learners with many examples of ways to solve problems or address issues with real-life and academic examples.
3. Give feedback in different formats.
4. Provide templates that learners can use to organize course content and information.
5. Pose questions to learners that ask them to reflect and self-monitor progress
6. Assess student work using checklists and scoring rubrics, and share examples of annotated student work with learners.



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Questions?



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Thank-you

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