# UNIVERSITY OF NEBRASKA KEARNEY

#### In the Next 20 Minutes

Identify elements in courses & interactions that are "single stream." For example,

- Lecture notes or instructions might be in text-only format.
- A course might rely on **PowerPoint** presentations to deliver content.
- Video snippets created by a service area might be **audio-and-visuals only**.

Brainstorm expansions into different media, methods, or expressions. For example,

- Record a voice-only **podcast** to extend key parts of your lecture content (or ask current students to record their own audio of a short piece of content).
- Record a screencast demo to YouTube using voice-over.
- Type out a **transcript** of staff-created video content, or edit the auto-transcript produced by software (such as Camtasia).

### In the Next 20 Days

Plan out two paths through the student experience: one media-based, and one text-based.

- Go through materials—or ask students to—by finding nothing but text-only files.
  Where would students find gaps or be confused about what's next?
- Go through your materials by finding nothing but **audio and video files**. Where would students find **gaps** or be **confused** about what to do next?
- Map out the two paths, and note what existing content can become "**anchor points**" for students to move through the content or experience.
- Note areas where students can **choose how they respond** or take action:
  - Offer different options for responding to assignments and interactions.
  - Provide in-interaction and beyond-campus ways for students to **converse** with each other and with you.
  - Offer students one "**self-defined**" assignment, where you provide the criteria, and they provide (and perform) the assignment details.
- Create "interest points" throughout the experience where you will
  - **recruit interest** (get students involved in the learning),
  - help students to **sustain their efforts** (offer encouragement, draw connections between previous work and future learning), and
  - help students to **self-regulate** (talk about time management, help with planning, and provide **milestones** so students can compare against where most students are by that point).



**Expert-Level Universal** 

**Design for Learning** 



## In the Next 20 Months

Collect completion and usage statistics about resources in existing engagements.

- Ask students to share their use cases about **how**, when, and where they interact with materials. For example,
  - What devices do they use to view & interact with tools and content?
  - How much time do they spend learning how to find/use resources?
  - What elements of the experience gave students **problems?** Did any cause students **not to use** specific items?
  - Were students **unable to get to or use** course materials or interactions?
- Map and build **one alternative path** through an existing experience, beyond the "text only" and "audio/video only" paths that already exist.
- Share the possible paths with your current students, and ask for their feedback about which parts need multiplying soonest.
- Collect completion and usage statistics about resources for a **pre- and post-change analysis**.

## Continuing the Conversation: UDL in Higher Education

- CAST [Center for Applied Special Technology]: <u>udloncampus.cast.org</u>. One-stop web resource for learning about Universal Design for Learning.
- CollegeSTAR [Supporting Transition, Access, and Retention]: <u>www.collegestar.org</u>. North Carolina consortium to implement strategies to reach out to "students who learn differently from what is most typical."
- EASI [Equal Access to Software and Information]: <u>easi.cc/clinic.htm</u>. Resources and free seminars on accessibility concerns.
- National Center on Universal Design for Learning: <u>www.udlcenter.org</u>. Resources for implementation in higher education.
- San Francisco State University: <u>ctfd.sfsu.edu/udl</u>. The Center for Teaching and Faculty Development has several guides to designing accessible multimedia.
- U of North Colorado: <a href="http://www.hyperformer.com/UDL\_tutorial/">http://www.hyperformer.com/UDL\_tutorial/</a>. Stephanie Moore's online tutorial, *Presuming Competence By Design: A Tutorial for Systems, Environment, Curricular, and Materials Design in Learning Systems, contains a unit on "Universal Design in My Course."*

# Continuing The Conversation: Your Facilitator

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