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).

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]: udloncampus.cast.org**. One-stop web resource for learning about Universal Design for Learning.
- **CollegeSTAR [Supporting Transition, Access, and Retention]: www.collegestar.org**. 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]: easi.cc/clinic.htm**. Resources and free seminars on accessibility concerns.
- **National Center on Universal Design for Learning: www.udlcenter.org**. Resources for implementation in higher education.
- **San Francisco State University: ctfd.sfsu.edu/udl**. The Center for Teaching and Faculty Development has several guides to designing accessible multimedia.
- **U of North Colorado**: **http://www.hyperformer.com/UDL_tutorial/**. 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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