
Implementation of UDL in Online Learning at AB PSI's

— April 4, 2018 —

Agenda

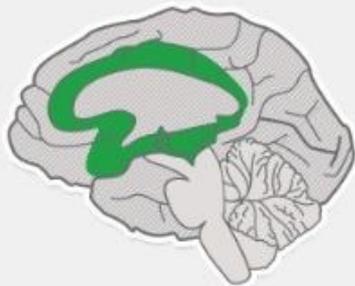
- UDL Refresher
- Poll
- History of Project
- Implementation Process
 - NAIT, Red Deer College, Keyano College, Athabasca University, Lethbridge College, and Grand Prairie Regional College (GPRC)
- User Experience
- Poll
- Next Steps
- Contact Information

UDL Refresher

- UDL is a framework to improve and optimize teaching and learning for all people based on neuro- and learning science evidence about how people learn.
- There are three principles:
 - Multiple means of engagement.
 - Multiple means of action and expression.
 - Multiple means of representation.
- UDL acknowledges variability in learner populations and provides a system to address that variability through the design of learning outcomes, materials, methods and assessments as well as institutional policies and practices.

UDL Learning Guidelines

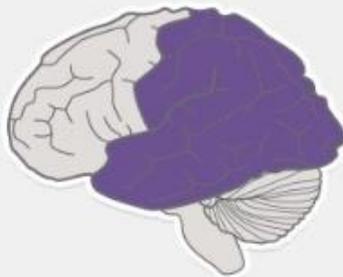
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

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

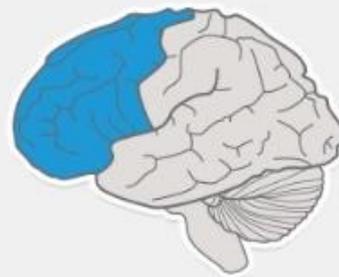
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



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.

Poll

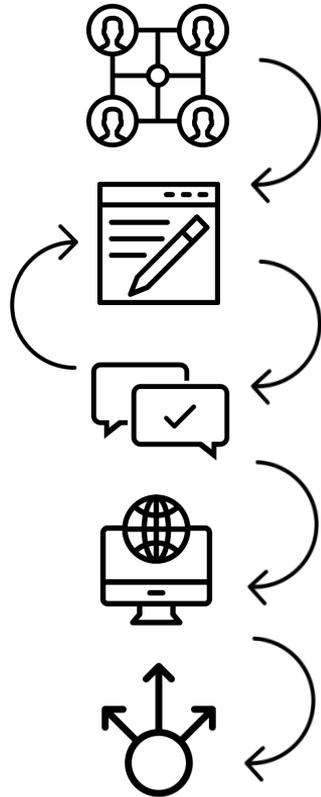
Which of the following statements best characterises UDL based on your current understanding?

- UDL is good for all learners
- UDL is for a targeted group of learners

History of Project

- The UDL Advisory Committee was part of eCampus Alberta initiative and its work began in the fall of 2013.
- A proposal outlining a project to develop a set of UDL modules was written and submitted to the eCampus Alberta Operations Committee on June 4, 2015.
- The proposal was approved for funding by the eCampus AB Chair and Lethbridge College was asked to develop the course.
- In January of 2016 a meeting between Lethbridge College (LC) and the UDL Committee was held to review the LC course outline and outcomes.

UDL Module Creation Process



- eCampus AB and UDL Advisory Committee approached LC to complete the UDL Project. A project plan was created to set vision for the UDL modules.
- Content was researched, written, compiled, and developed online within the Canvas LMS at Lethbridge College.
- Process was iterative with the UDL Advisory Committee providing feedback at every step and LC making any required changes.
- Modules were packaged in Canvas, Moodle, and common cartridge forms to be compatible with any LMS environment.
- Modules were distributed back to eCampus AB and the UDL Advisory Committee to implement at member institutions.

LC Staff Julie Deimert (Manager, Accessibility Services) acted as Subject Matter Expert/Writer and Erin Howard as Instructional Designer working with the advisory committee to ...

Tour of the UDL Website

- [GPRC UDL Course](#)

Main Page



Welcome to UDL in Online Education



Discussions



UDL course outline

Orientation Module: UDL in Online Education

Module 1: UDL Responds to Learner Variability

UDL Responds to Learner Variability

Describe UDL principles and the benefits for diverse learners

Module 2: Applying UDL Principles to Online Course Design

Applying UDL Principles to Online Course Design

Build flexibility into course design with UDL's 3 principles

Module Layout

Module 2: Applying UDL Principles to Online Course Design

Applying UDL Principles to Online Course Design

Build flexibility into course design with UDL's 3 principles

-  Introduction to Applying UDL Principles to Online Course Design
-  UDL Guidelines
-  Check Your Understanding 2
-  UDL Course Analysis
-  Relationship of UDL and Academic Accommodations
-  Interactive Classroom Map
-  Application Practice with "Personas"
-  Use Student Feedback & LMS Data to Inform Course Design
-  Activity: UDL Case Study
-  Applying UDL Principles to Online Course Design – Summary

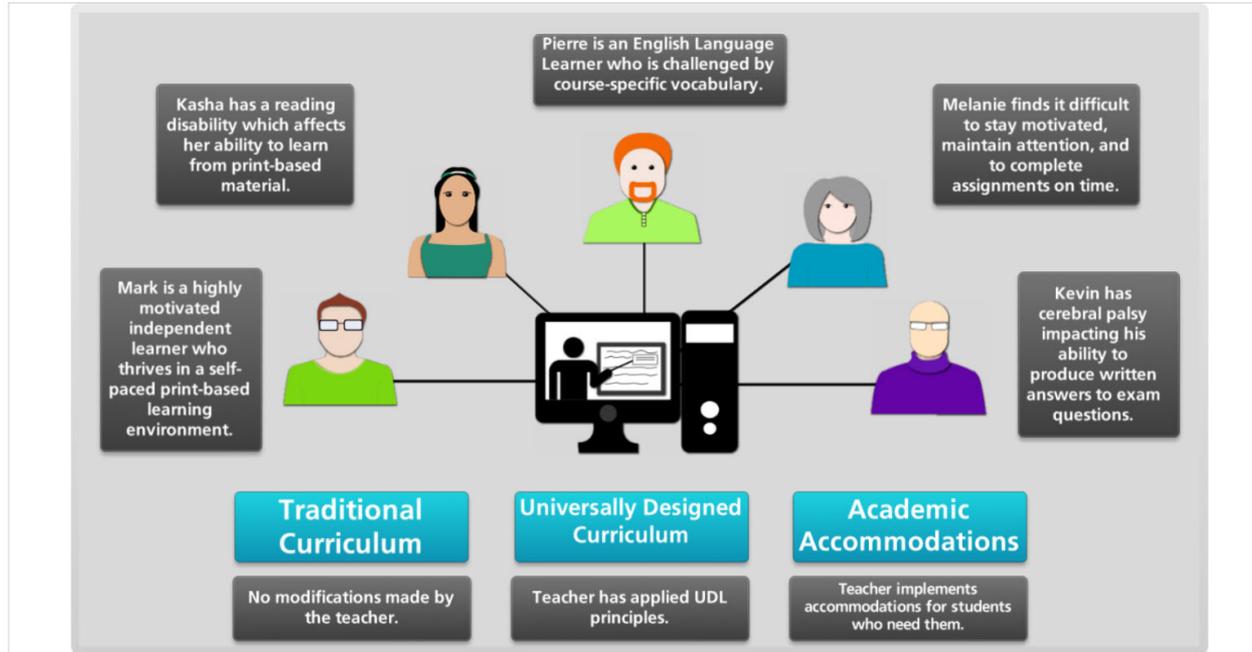
◀ Module 1: UDL Responds to Learner Variability

Jump to...

Module 3: Universally Designed Assessments ▶

Example of Content

Interactive Classroom Map



Example of Assessment

Provide Multiple Means of Representation	Provide Multiple Means of Action and Expression	Provide Multiple Means of Engagement	
1. Provide options for perception Visual diagrams are accompanied by written explanations	4. Provide options for physical action	7. Provide options for recruiting interest	The student builds a portfolio that captures learning goals, milestones and resources
2. Provide options for language, mathematical expressions, and symbols	5. Provide options for expression and communication Students can submit an assignment as a video, podcast, or poster	8. Provide options for sustaining effort and persistence	Response cues are given for navigation on a website
3. Provide options for comprehension	6. Provide options for executive functions The big ideas in a text are highlighted	9. Provide options for self-regulation	The student completes an online choose your own adventure activity A legend is provided with the symbols in
Submit			

Toolkit

UDL Technology Toolkit

The following table includes a comprehensive collection of technology tools, many of which are introduced to UDL principle(s) they support. We have chosen to present many of these tools throughout the modules. Other secondary instructors and students and have been recommended by academic strategists.



Engagement



Representation



Action and Expression

Technology Tools	UDL Principle(s)
30/30 - task manager	
AccelaReader - reading productivity	
Anatomy Study Guide - study resource	
Animoto - video creation	
Atomic Learning - instructional videos	
bubbl.us - brainstorming and mind-mapping tool	
Citation Machine - citation generator	

Decision to Exclude Forums

- Course was intended to be a standalone course that could be downloaded and viewed by visitors to the site.
- Course on GPRC is not monitored daily so it wasn't considered prudent to include live discussion forums though there are placeholders for those institutions that do what to include this feature.
- Each institution was expected to customize the course to meet its own needs which included determining whether they wanted to include forums and collaboration tools.

NAIT - Promoting UDL - Our Journey

Phases of the Journey

Explore - UDL identified as a principle in the NAIT Online Learning framework. Benefits of UDL model for online and face to face learning recognized.

Prepare - Began to create a climate for the benefits of UDL. Mapped out UDL resources. Developed initial stages of an informal UDL strategy. Submitted a proposal for a UDL policy.

Integrate - Began to create structures. Develop expertise. Foster collaboration. e.g. incorporated UDL principles into Quality Curriculum and Instruction policy and procedures.

NAIT - Promoting UDL - Our Journey

Phases of the Journey

Scale - Promote growth and expand practices, e.g. incorporated UDL into level 1 & 2 of NAIT's Being a Master Instructor course and into Championing Academic Practice (CAP) training for faculty leadership. Embedded UDL principles into our curriculum quality review processes.

Optimize - Continue to enhance UDL practices through implementation of the UDL online Moodle course and professional development. In curriculum, use of Maple TA and digital learning objects, etc. Gather feedback.

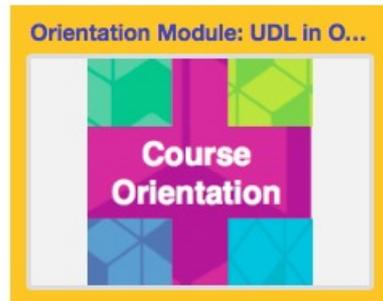
Red Deer College - Our Story

Excellence in Online Teaching and Learning

- **Why:** *"With over 150 Online Courses being offered at Red Deer College, incorporating UDL principles within our online course design and delivery must be a key consideration and practice."* -Jennifer Thomas Learning Designer
- **How:** RDC Redeveloped our Excellence in Online Teaching and Learning Faculty Development Program to include the UDL in Online Education course opportunity.
- **What:** Audit and Certified Track Options
- **When:** Piloting February-May 2018
- **Who:** 10 participants

Welcome to UDL in Online Education

The Universal Design for Learning in Online Education course is an Open Educational Resource shell course sponsored by eCampusAlberta.



Module 1: UDL Responds to L...



Module 2: Applying UDL Princ...



Module 3: Universally Designe...



Module 4: UDL Responds to U...



Module 5: UDL Technology To...



LC Integration of Modules

LC now offers the UDL Modules as PD offering at Lethbridge College

Instructors can take course through Canvas LMS

They have inspired us to create our own online course development standards for LC that include a number of UDL standards

Adapted from previous eCampus standards and eCampus course review rubric



Course Design Elements

Format	<ul style="list-style-type: none"> ✓ Layout of the course is intuitive, logical, and guides learners through the course ✓ Modules and pages are consistently formatted and incorporate the same layout, graphic design, and organizational levels ✓ Naming conventions are logical and consistent
Legibility and Readability	<ul style="list-style-type: none"> ✓ Designed with visual contrast between text colour and background, sans serif font, appropriate use of typographical emphasis (e.g., bolding, underline, colour changes) and appropriate use of white space/alignment ✓ Font size 11-13 pt. for text (excludes footnotes, credits, references)
Navigation	<ul style="list-style-type: none"> ✓ Consistent, predictable, and efficient navigation scheme is used throughout the course ✓ Hyperlinks and links are clearly identified ✓ Course links function properly ✓ Minimal scrolling of course materials (max two screens) ✓ All pages have navigation options (e.g., links are provided to guide learner to different areas of the course) ✓ Breadcrumbs or other visual displays of the path are used ✓ Learners can easily locate specific course components and navigate to them from any page
Visual Design	<ul style="list-style-type: none"> ✓ Font, colour, graphics, spacing, and icons are consistent throughout ✓ Icons are used to guide learners through the learning material
Universal Design for Learning/ Accessibility	<ul style="list-style-type: none"> ✓ UDL concepts are consistently applied (e.g., all text and images are large or enlargeable; colour information is also available without colour; when requested, text equivalent is provided for all non-text information) ✓ Alt text is included for images ✓ Course documents are compatible with assistive technology ✓ A process is in place to accommodate accessibility requests

Athabasca University

- A Moodle 2.6 version of the UDL modules were uploaded to the AU OCW site in the early 2017.
- Discussions around UDL occur in context of Community of Learning Design (CLD).
- Webinars have been delivered to faculty and staff about how to implement UDL principles in practice.
- UDL principles have been implemented in small ways through assignments and learning activities rather than whole courses.

Grand Prairie Regional College Video

Play video

NAIT User Experience (cont'd)

- Feedback from instructors
- New platform that allows instructors to share questions and exemplars of UDL in practice as well as allow instructors to see what others have created. Plan to do a lot more of Maple TA
- LMS integrated but doesn't depend on the LMS (can share assessment questions). Can cross share among institutions, all institutions could share questions. Maple TA was initially a STEM platform but used in other disciplines as well. Ease of use and allows for placement of design elements.

Poll

What do you need to move forward with UDL at your own post-secondary institution?

Next Steps

- Are you interested in joining a community of practice hosted on Google Drive? - [Alberta COP Google Form](#).
- Topics we might cover in the community include design thinking in context of UDL.
- View the modules on the [GPRC Collaboration Tools](#) website.

Contact Information

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