

This document includes the Mentimeter activity results from the session hosted June 18, 2021 regarding Universal Design for Learning (UDL) in Practice

Questions Raised in the Breakout Room Activity

- The following are questions created in the UDL in Practice Session
- How do you see UDL benefitting multilingual learners (and international students)? (I see parallels, but am wondering what others see)
- I am unfamiliar with UDL so I have no experience to share
- How can you take advantage of it when it's just a one shot 2 hour training? (As compared to a course)
- What are examples of UDL principles that you've applied in this session?
- Where do we start?
- How can UDL practices be different from discipline to discipline? How can using UDL in a literature course look different from using UDL in biology, for example?
- What are some key markers of UDL? How can we tell if the assignments and activities we're already doing would be considered UDL?
- 1)How do we model UDL applications that invites all instructors to enthusiastically apply them 2) hope that the pandemic teaching has allowed us to "see" the leveling of inclusive teaching practices
- How does the audience influence how you implement UDL practices?
- What are some differences regarding using UDL in online classes vs. face to face?

Results from Poll Question “How well do you understand UDL?”

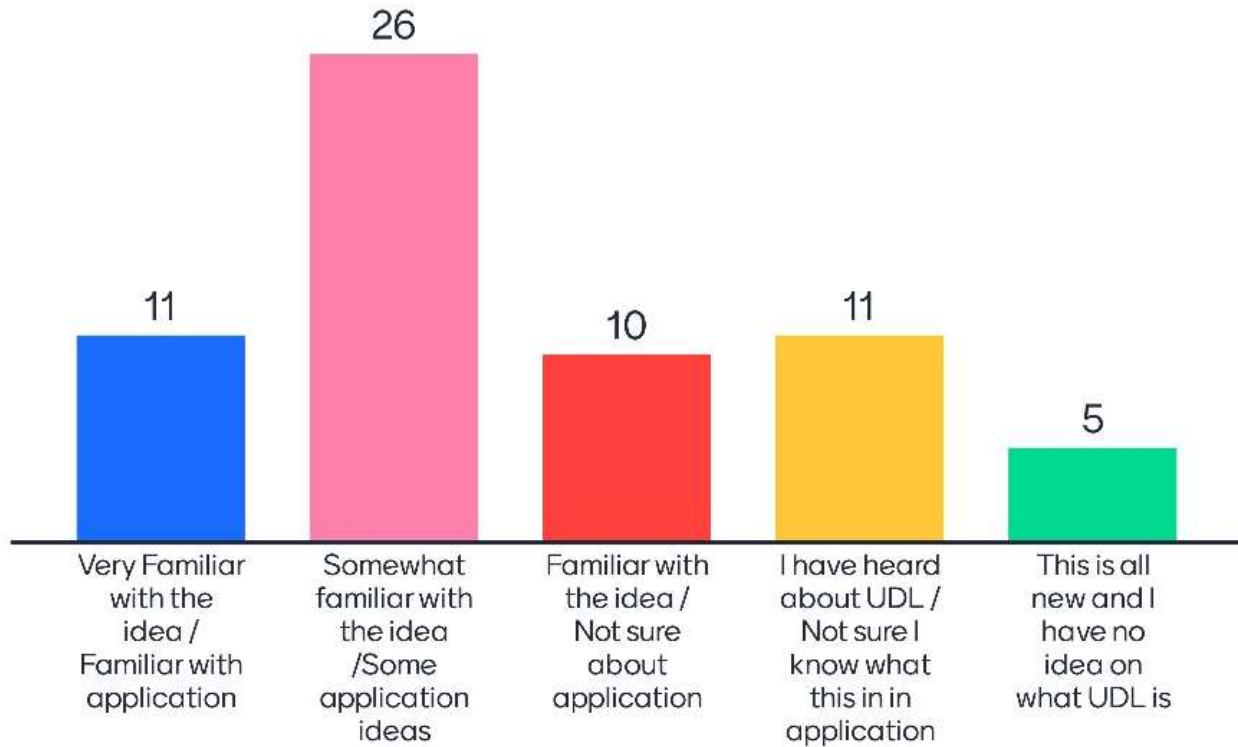


Figure 1 Poll on How well do you know UDL?

Results from UDL Success Stories in Main Room

I once developed a student assignment where they had to create an infographic to explain a concept. OR I invited them to create something else to do the same thing, and gave a few options. One person created an interactive art piece in his workplace!

Providing handouts of notes in advance of delivering a PowerPoint presentation.

Project options - choice of topic, as well as choice of format (essay, brochure, poster, or slideshow)

Not really familiar with any! I stayed because I'm curious to hear others' examples

Provide students with the choice of what evaluation they want to do and how they want to divide %

I'm relatively new to UDL in practice, but have a pretty writing heavy anatomy/physiology course that I'm looking to make a UDL success story :)

Giving students options to share learning via an essay, 1:1 discussion with instructor, or propose their own idea

In a PS class about assessment, I offered instructors the option to record video responses instead of writing a formal response. An instructor used video and then decided to do the same choice in her class with students :)

Giving candidates applying for a job, options to submit for a written assessment

Increased self assessment to get learners to reflect more on their levels of engagement and understanding

Provide optional activities (student chosen format) to demonstrate learning- provide "bonus marks"

Getting graduate students to lead the course reading and choose questions to the class and direct the discussion themselves.

Students have expressed a lot of appreciation for flexibility with deadlines, recognizing that life happens. Encouraging professionalism and proactive communication an important part of this flexibility

Using a management system, like Moodle, to provide assignments and reading material that students can access before and after class on their own time

Had a hearing impaired student in a literacy class and took a class to have her teach the whole class some ASL

Giving students a choice between an oral exam or a written one. Also giving them the choice of an exam or a number of smaller assignments.

I use a lot of personal reflection and prompt students to connect the content to their own lives

Using Blackboard Ally to make content more accessible to learners

Teaching online: preparing more visuals during my talk, regardless of how short/long it will be. Gave choice in submission of assignments, and self evaluation & peer feedback

Had a section in vocabulary in an adult class where students looked up a word for its origins and also provided the word in a different language - this gave ESL learners the opportunity to be an expert for a bit

I think the success came from realizing that I needed to change the ways I thought about teaching and learning... and meeting "the standards." Once I became more willing to experiment, UDL principles felt more natural and doable (rather than a checklist)

Getting peers to review each other's work based on how it affected their own learning

Recently made audio files to verbalize online course pages, so that learners could either read the page/forum description or hear a facilitator say the text.

Social justice course: students choose a social justice issue and then are responsible for choosing readings and leading class discussion and discussion board postings for the week

Students sharing how the course impacted them. Any media or format no set form. If students were more comfortable writing an essay, this was fine.

Provide extra videos, websites, worksheets, practice questions so students can choose how they want to study

Students create their own rubrics

In my discussion forum, I offer questions (like 5-6) and let students choose which 3 they want to answer.

our question was that "how do we help students with learning to read with colour coding? if there are students that can't work with colours?"

Thank you again for participating. If anyone has challenges reading these smaller images, please let me know and I will see what other ways I can extract this content.

Carolee