

**Transcript for FLO Friday: UDL for Intentional Design
BCcampus webinar held on May 6, 2022
Facilitators: Helena Prins, Taruna Goel**

HELENA PRINS:

Hello everyone and welcome. Thank you so much for choosing the next hour to spend with us. My name is Helena Prins and I'm an advisor here in learning and teaching with BCcampus and I coordinate a family of FLO courses. At the end of this session, I'll share a few exciting links for upcoming events. So do stay till the end for that. Today, our FLO facilitator is Taruna Goel and I know she's put a lot of time and effort into planning this session so I trust it will be meaningful to all of you. We are also joined by our tech team and today very excited to introduce two new members of our team that are brand new co-op students fresh for one week, Danny and Ian, they'll be helping behind the scenes and also Paula Gaube. Thank you to our tech team. A few housekeeping items. We are recording this session and you will receive the slides and notes afterwards as well in a PDF. Thanks also for agreeing to the code of conduct when you signed up for this event. So, I'm really thankful to come to you today from the Traditional Territories of the WSANEC nation and Lekwungen and the Lekwungen speaking people, which include the Songhees and Esquimalt nations.

I'm also very grateful for my team here at BCcampus, who are also committed to building respectful relations with the First Peoples here. So as many of you would know, yesterday was Red Dess Day, also known as National Day of Awareness for Missing and Murdered Indigenous Women and Girls. And I'm wondering how can we respond to this? So I would like to add a link in the chat that list seven calls to action for Indigenous allies and encourages us to reflect on our role in the fight for justice, for missing and murdered Indigenous women, girls and gender diverse people in this country. With that said, I want to hand this over now to Taruna because she's got lots planned for you. Taruna, thank you and welcome.

TARUNA GOEL:

Thank you, Helena, Paula, Danny and Ian. And welcome, everyone. Thank you for joining us. My name is Taruna Goel. I'd like to acknowledge that I live and work in the ancestral and unceded homelands of the hə́nqəmíhəm and Sk̓w̓x̓wú7mesh speaking peoples, also known as Burnaby. I'm a learning and development professional with over 23 years of experience in adult education, workplace training and performance improvement. I work with North Pacific in Vancouver, where I design occupational standards and competency-based learning experiences and assessments. I've facilitated other flow concerns with BC Campus, and I'm also an instructor with the University of Victoria, where I teach a course in instructional design. Now I've been a UDL practitioner for a few years, but I don't claim to be an expert. In fact, I proudly call myself a novice when it comes to UDL because it allows me to continue to learn and explore how best I can use the principles of UDL in my practice of instructional design. I'm so happy to be here today.

Now we are here today because we all care about being intentional in our design practices. For me, three powerful words by Andratesha Fitzgerald have shaped the intent of UDL. Choice gives voice. I hope at the end of this session today you will leave with some ideas, thoughts and tools to use the UDL lens for intentional design and add more choice and enable more voice in the practice of learning

design. I have a lot of questions for you today, some easy and others that might need a reflective pause. So it'll be wonderful if you can engage with me using the chat. I'm guessing you might have some questions for me too, and I'd be happy to take those at the end of the session. Also, you may see my googly eyes on screen, and that would happen when I'm trying to keep up with the slides and the chat. So please excuse me for that. OK, so let's start with a question. What comes to your mind when you think of intentional design? I don't know if you've had a chance to listen to any of those Apple new product launch sessions.

They always focus on the users and describe how user interactions with the product are considered as a part of the design process. It's evident that Apple wants to sell what the users want and what they really need. But sometimes in our everyday work, it can be easy to forget the range of learners and the context that we are designing for. And I think that's why we need intentional design. To me, intentional design means that I thoroughly consider every design decision I make and UDL gives me the framework to do so. When using the UDL lens, intentional design includes critical elements like clear goals, doing intentional planning to reduce barriers, using flexible methods and materials, and using flexible assessment methods. Now, if you've used the sidewalk ramp, you have seen universal design in action. A curb cut is essential for people using wheelchairs, but it also benefits people riding bikes, parents pushing strollers or people using walkers. And since COVID, we are all too familiar with that no-touch option to open doors by waving your hand.

The principles of universal design have been useful for designing things like products and architecture, but not so much for designing learning experiences. And that's why the folks at CAST and David Rose came up with the UDL framework. Now think of this when an architect is designing a building, she doesn't wait for someone in a wheelchair to try and access the building before she designs a ramp. So she anticipates that someone in a wheelchair will need to access the building and includes the ramp in the original design. Universal design for learning works the same way in the classroom. So rather than making adjustments when the problems arise in the lesson, the instructor anticipates these problems and designs accordingly. Basically building in flexibility from the beginning rather than trying to add it later. Now, UDL, if you've done a little bit of the pre-reading that was shared with you, emphasizes three brain networks that play a central role in learning. And based on the three primary brain networks, there are three questions.

The affective network is responsible for the why of learning. That's what made you come to this session today. It's all about engagement and motivation. So why should learners engage with training? The recognition network is responsible for the what of learning. This is all about identifying and gathering facts and categorizing what you're seeing, hearing, reading on screen now. So what will help learners comprehend the information? The strategic network is responsible for the how of learning. So this network helps you organize and express your ideas. So how will learners express what they know and what they have learned? And based on these three networks and these three questions, there are three principles of UDL. It's all about a game of three today, providing multiple means of engagement, multiple means of representation, and multiple means of action and expression. Now all networks are active in the learning process, and therefore all the three questions, all the three principles together guide the design of instructional experiences.

OK, so remember I talked about the idea of choice and voice. Now here's something useful that helps make the idea of choice and voice more concrete. The CAST UDL guidelines provide suggestions that can

be applied to the design of any training, which includes face-to-face training, classroom training and blended learning. The goal of these guidelines is to ensure that the learner can access and participate in meaningful and challenging learning opportunities. So here we can see the guidelines are organized vertically according to the three principles, and then each guideline is also having some checkpoints, which are the bulletin lists that you see here. The guidelines are also organized horizontally. The access row on the left suggests ways to increase access to the Learning Board. The build row suggests ways to keep the learning going by providing practice and support. And the internalize row suggests ways to empower learners by providing opportunities for independence and self-direction.

In UDL, the ultimate goal eventually is to develop expert learners who are purposeful and motivated, resourceful and knowledgeable and strategic and goal-directed. So let's start with exploring the principle of engagement. The principle of engagement is tied to the affective or the why of learning, which is basically our learning goals. Why did you sign up for this session? What was your goal when you signed up? As people share in the chat and as you read the why of others who signed up, we can see that our whys can be quite different from the lives of others. What affects our why? What affects our engagement and motivation? It's our prior learning and experience. Sometimes it's our preferences. It can be our social and cultural backgrounds. And all of these things define our motivation and engagement levels. So the more diverse the learners, the more different their engagement levels. Now that means that we need options to stimulate the interest and motivation for all learners. UDL provides three guidelines to build multiple means of engagement, recruiting interest, sustaining effort and persistence and self-regulation.

These three guidelines are all about drawing people in and keeping them engaged and giving them opportunities to regulate their efforts and emotions. So they focus on both external motivation and internal motivation. Like Barbara here in the chat shared, she wants to learn more and new ways of reaching students in her classes. I'm sure many of you share the same learning goal, and there are others who have different ideas about why they came to the session today. Danny shares that I would like to understand how to better provide UDL for students in online courses. So that to recruit interest we can provide the choice of the learning objectives and the choice and how that objective can be achieved. This empowers learners to take charge of their own learning, and once we get them interested, we also have to build their ability to tackle challenges with focus and with determination. We all have to learn how to self-regulate, and it usually happens through trial and error. But using a UDL lens, we can actually intentionally create the opportunities for learners to become more effective at engaging with their environment and help develop these so-called soft skills.

Here are some examples of how the principle of engagement can be applied in your work. Allow learners to participate in the design of training and involve them in setting authentic and relevant goals. Use real-life scenarios and case studies that reflect the diverse perspectives in the room, and make sure that the learning methods and activities and assessments are contextualized to their work. And they are not only socially relevant but also culturally relevant. One of the things that we must do is to promote a safe learning environment by creating a supportive climate. And you can also vary the degree of complexity or difficulty for completing these goals. For example, in some of the courses that I've done, I provide both basic and advanced learning goals, and you can also include variation in the degrees of acceptable performance. So different standards for novices versus experts. Along with all of that, you can vary the level of engagement as well as the social demands required of learning.

Some tasks can be self-paced and for others, you may want to encourage peer-to-peer collaboration. I've also included variations in the pace of training. For example, when using Zoom for like a day-long session, instead of providing one big break for lunch in the middle of the day, I sometimes use frequent short breaks to allow people to stretch and just move, as we would have done if we were all together in the same physical space. Reduce the threats that are typically associated with failing by including opportunities to make mistakes and receive feedback. But we have to make sure that the feedback is frequent and timely and specific. I feel that when learners set their own personal goals, they have a stronger belief that these goals will be met. In addition, I think when we enable kind of self-assessment and reflection, it helps them stay on track. If they have access to things like coaches or mentors who can model the process of setting good goals and encourage critical reflection on individual strengths and weaknesses, that would be the icing on the cake.

Thank you to folks who are actually sharing their whys in the chat. Let's move to representation. Now we all differ in the ways we not only perceive but also understand the information that is presented to us. There are obvious physical challenges which include blindness and deafness. But there are also learning disabilities, things like dyslexia and language and cultural differences. So it's important that we provide multiple methods to acquire knowledge. It allows learners to learn in different ways. And just like engagement, there is no one means of representation that's going to work for everybody. And what are some of the things that you consider when you build variety in the learning that you design? There are three guidelines with the representation principles. These include options for perception, language, mathematical expression and symbols and comprehension. The idea of this principle is that we have to disseminate course content through more than one medium. So use vision, use hearing, use touch.

And you have to provide course materials in a flexible format that allows for adjustability by the user. So text that can be large, sounds that can be amplified. With this principle, you can see that there's a clear focus on increasing accessibility, but we can't stop there. We also have to design for comprehension and teach learners how to transform accessible information into usable knowledge. Instructional design approaches like Gagne's nine events of instruction or even Keller's ARCS model. They address many of the objectives of this principle of representation. Here are some examples of the representation principle, including designing accessible course materials, displaying information in a flexible format so that learners can control and customize the way they absorb the information. Things like what about giving options to alter the size of the text or the volume and rate of speech or the speed of video. It also helps to have captions or written transcripts for videos and audio clips, making sure there are alternatives for visual information like descriptions for images and graphics.

So the intent behind this principle is to make things clear as possible, not just for accessibility, but for clarity and comprehension. One of the ways you may have seen this being implemented is to pre-teach vocabulary and symbols by sharing glossary, terms and definitions, including industry jargons. Sometimes training materials can also include support in the form of hyperlinks or footnotes, chunking and the principles of chunking sit very well with this principle progressively releasing information using graphic organizers and concepts map. These are some of the other examples that we can use to support transparent generalization. Basically, have some options so that learners can navigate the learning experience through more than one pathway. And like somebody said, Sarah, kids are clearly being exposed to UDL in elementary school in a way I wasn't. They can often choose how they show learning comic book, diorama speech or paragraph of poetry. We need to do that more often for adults.

I agree. Absolutely. Next slide. OK, this is the final principle, which is action and expression. If you take a moment to think about various methods to show what you have learned, you might conclude that perhaps you prefer one method over another and your learners are no different. They like to express in different ways. So there's no one means of action and expression that works for all of them. And that's why we need to provide some options. And we can do that by providing options for physical action, options for expression and communication, and options for executive functions. Physical action speaks more about making learning physically accessible to all and ensuring that people can find multiple means of navigating and controlling content, which in a way basically means that we have to think beyond flipping pages of a textbook or clicking next and making sure that we also build a seamless interface with assistive technologies. So when doing online learning, is there a way to interact using a computer mouse, keyboard, or perhaps even voice?

Now sometimes learners, you know, they want to express their knowledge and demonstrate their skills in different ways. So not just through written work, but using a video, using an audio recording, a poster, or actually just doing the task. But at the end of it, it's not enough to just provide these options, we also need to support them in formulating plans for reaching their goals and do some self-monitoring and assessing of their learning. Next slide. So here are some examples of how the principles of action and expression can be applied. We need to provide alternative modalities for expression so that learners can easily express their ideas and their knowledge. For example, in one of my courses that I designed, I allowed learners to use text, speech, illustration or video to complete the training assignments. And there was a big uptake for the video assignment. So you never know. We also need to think about different models of assessment strategies. Typically, we think about multiple-choice exams or long answers, but there's always role-playing and peer reviews.

In online learning, things like including a variety of tools like discussion forums and chats or Zoom breakout rooms, or providing assistance in the form of tools and resources such as spell checkers or grammar checkers, calculators, concept mapping tools, these are all examples of this principle. Now, this principle is also a call to action for providing feedback that can be customized to individual learners. In many ways, action and expression is also about helping learners estimate the effort, the resources and the difficulty involved in the learning experience. And we can give them useful models and checklists to help them kind of stay on course. And depending on how they are performing, we can gradually remove these scaffolds and increase their independence and skills. Now we know that not all learners will be ready to develop their own goals. So as instructional designers, we need to know that we have to support learners in setting their personal goals that are both challenging as well as realistic.

When the goals are developed, we can build prompts to kind of show and explain your work and prompts to just stop and think before acting. We can include coaching and mentoring activities, then model thinking out loud and sharing your work. So here's a question. Does group work collaboration, even group assignments fit in the UDL run? Of course, they do. Because that's another way, another option to allow people to not only learn, but also demonstrate their learning. And one of the things that we just actually need about these UDL principles is that they tend to overlap. So something that actually helps build engagement can also something that helps build like, let's say action and expression can also help build engagement. They kind of overlap with each other. So if you do one thing, it tends to have a positive impact on the other as well. OK, well, that's enough talking. So let's get into some doing. We have a quick one-hour session and we're almost in the middle of that. So here's a time for a breakout group activity.

In this activity, you will apply the UDL lens to review and critique a learning experience. Now there are five different case studies to choose from that describe different learning contexts, audience backgrounds and learning requirements. The case study may fit your current context perfectly, or it may not represent the discipline or the level you teach. But part of being an expert learner in UDL is to develop your ability to identify barriers and apply these principles in any kind of learning experience. So at the end of the day, it doesn't matter which case study you choose, they're all good. Select any one of five and join the appropriate room. You will see a link in the chat that you can click to read the five case studies, but before you do that, some housekeeping info. So for this activity, we've set up 10 breakout groups with two groups assigned to each case study. You can join either of the two groups. For example, if you select case study A, you can join either group one or group two.

We do have a maximum of six people in each breakout group, and once the group is full, we encourage you to select a different case study group. If for some reason you cannot see an option to join a group, send us a message and chat and someone will help you. Now I may pop into the group discussions, but think of me as a fly on the wall. If you see me in there, please don't stop your conversation and carry on as you would. And now some information on what you're expected to do. Next slide, please. So the breakout rooms will be open for 15 minutes. Spend a minute or two to introduce yourself to each other and then move to the task at hand, which is to review the case study and apply the three UDL principles. Use the Jamboard template provided to capture your ideas and reflections. In your group Jamboard, you will see four tabs. Start with identifying the learning barriers. Now I have three placeholders in the template, but if you cannot identify three, that's OK. Just list what you can and then move to the next step and identify strategies that help provide multiple means of engagement.

Then move to representation. And finally, action and expression. So use what you've learned about UDL and please refer to the CAST UDL guidelines to reflect on how well this learning experience speaks to the choice and voice of learners. So case studies are on a different Jamboard and the group templates for filling up and reflection, they are on a different Jamboard. I suggest that one member from each group access the group Jamboard and use screen sharing to capture the inputs of other members of the group. And once the timer runs out and we are all back in the main room, we will get a chance to discuss and to debrief. So come prepared with the strategies so that we can share some of your work with a larger group. I hope that sounds doable. Before you join the case study, choose the case study and join your breakout group, are there any questions? You can type your questions in the chat or you can unmute yourself if you have any questions. OK, case study options. So can we post the link for the case study options one more time?

And here's the slide on the five case studies and the groups. OK, well, the groups are here, so let's utilize some learning. I hope you enjoy your discussions. And I'll see you in 15. Well, welcome back. Hope you had a great conversation in your breakout rooms. And I guess some of you might have felt that you just got started and the 15 minutes were over. But that's the fun of our FLO Friday session. It goes by really quickly when you're having fun. So I hope you got a chance to apply some of what we've been discussing in this session. And as you would have gathered, the guidelines are not meant to be a prescription, but a set of suggestions that can be applied to reduce barriers and maximize learning opportunities. And CAST always encourages us to mix and match these guidelines according to our specific learning goals. I hope you were reassured that the guidelines can be applied to various content areas and contexts, and perhaps you also realized that you're already incorporating many of these aspects of the UDL principles and guidelines in your current practice.

However, you may be noticing still some barriers to learning. To me, using a UDL lens allows me to be more purposeful and proactive and designed with intent. So let's discuss some of the ideas, insights and strategies you shared as a part of the group activity. Ian is going to help us look at some of the work that you did in the Jamboard. And for this discussion, you can use the chat or feel free to unmute yourself and contribute to this reflection exercise. Is there any group that would like to present some of the ideas and thoughts that were shared that came up in your group activity? And Ian, can then help us all see some of the work that you did in the Jamboard? Group number one through group number 10. I know there were some groups that were quite big. You had a lot of participants and then there were some groups that had two or three participants. Is there any group that'd like to kind of chime in at this point?

HELENA PRINS:

I see Joe has a hand up.

TARUNA GOEL:

Sure.

JOE:

Hello, Taruna. Am I saying your name OK?

TARUNA GOEL:

Yes, perfectly.

JOE:

OK, we were on Jamboard number nine. Is it? I think. Sorry. Let me just go to my Jamboard. So we were in Jamboard number nine. So EK12, group nine. And specifically the item I'd like to talk about is what was on board number two, is that something that someone can share?

TARUNA GOEL:

Yes. It's going to come up.

JOE:

Oh, awesome. OK, so thank you. So on the left there in the yellow sticky note, Shauna said something which I think was great in our group that we must pay attention to representation. And I don't know if we need to frame what this goes into, but the content seemed to be beyond much of the class. So there was a class that had several English language learners, but it seemed as though the content wouldn't even reach many of the learners, not just the ELLs. So that was definitely a strategy where we had to pay attention to the representation. It was not just about the afterthought of here's all the stuff and it's working for everybody except the ELLs. It wasn't working for a lot of them, it sounded like. So I think that was the key take where we had and that strategic sort of paying attention intentionally to representation was really, really big. And thank you, Shauna, for sharing that. By the way, Taruna, our group solved all the problems so that we fixed it all for you.

TARUNA GOEL:

That is awesome. And I like how insightful your discussion has been. This is wonderful. A lot of ideas about modelling the expectation for summaries and worksheets and integrated into the curriculum-specific places for vocabulary decoding. I think the idea that you were sharing and some of the work that this group has done is that when you start to think intentionally about everything, some of the barriers automatically precipitate and come forward. Things that you had not thought about. Suddenly you

realize, oh my goodness, that is a big barrier. And that's the fun that I have had when I've used the UDL lens, just because it gives me that kind of almost a methodology to think.

VAL:

So I can share a little bit about group three. So this is a sociology class where the prof has a lot of international students. And I think she wants to make some changes from writing to something else that can bring greater value. So there where really important, I guess we identified barriers around the cost of a textbook, for example, like it says that students need to buy it, I believe. So what are some of the options for open education resources? Also in that same vein, what else is out there that it's not text, right? So perhaps options around provide options on audio and other means. Then we talked a little bit about the different expectations when we do writing and how essays we have different ways of engaging. And then from there, we sort of like moved into the importance of decolonizing assessment practices. So again, thinking about what else is beyond the written word really. And what I love and I think that's what was shared on the chat was, well, number one, how do we leverage the community, right, when you have so many international students in a sociology course to bring those different perspectives?

But also, there was this comment on the bottom right there where project maybe you can speak about these. I forgot your name, but different options, same learning outcomes, different options there. So infographic or a children's book, a podcast, film, written word, word and so on. So I think that's the link that's on the chat.

HELENA PRINS:

Great conversation.

TARUNA GOEL:

Fabulous Val and the group. I think you've really made the case for giving different options and choices. And I think it's important from a UDL perspective as well that the choice is in the context of a goal. So as long as we have a clear learning goal, the choices make sense and there's always a balance because they can be, you know, there is something to be said about a paradox of choice, where we have analysis paralysis when there's too much choice. So as long as it's balanced and it's in the context of a clear goal, I think giving options and just thinking about what are the other ways to help them get motivated and engaged, to help them, to provide them content in a way they can consume best and to allow them to express what they've learned. So thank you for sharing. I guess. So we'll have maybe one or two more minutes. And is there anybody else from some other group who would like to share? I see Fizza's hand is up.

SPEAKER:

Yes, but I'm with the same case study. So if you want to take a different case study, that's absolutely fine.

TARUNA GOEL:

Well, this is good. It really doesn't matter which case study. It's really about the UDL les. So please go ahead.

SPEAKER:

So just adding on to this one and because you were just mentioning relevance as well to engage

learners, I think it's extremely critical, especially for courses like sociology and the way this case study is described, that this is a required course and there are students from various disciplines who require the course. So many of them may not evidently or explicitly see a connection that the course has to their core content, especially if it's kind of with their fine arts majors or engineering majors. So and it seems like the instructor in the case study is just using one textbook. So diversifying your reading materials and including reading materials that show how sociology is being applied across different subject areas would create that relevance for people from subject disciplines who are coming into sociology. And similarly, I think with the choices with assessment, it's also going to be helpful to provide a rubric, especially when you provide choice in terms of, OK, you can express your knowledge either as an essay or a poster or a presentation.

Because those outputs might be so different, it's important to supply your students with a rubric so that you're basically assessing your learning objectives through regardless of what the output is.

TARUNA GOEL:

That's a great point, Fizza. Thank you for sharing that and I agree with what you said there, which is like kind of having choice in the context of the learning goal and keeping the learning all transparent and connecting everything back to that goal. So I'm so glad that you all had such a wonderful time in that group discussion and time went by so quickly. Thank you to folks who were able to share some of the work that your group did. Well, I think with this discussion, perhaps we can move back to our slide deck. I have another two slides to close this session today and hopefully get going in a bit. So this is actually coming from some of the questions that I hear from others about UDL and its similarities with other design approaches. And the ones that come up most often are things like accessible design and inclusive design or DEI approaches, or even things like equity-based design and trauma-informed design. And when I receive these questions from my audience, I'd like to share a quote by a British statistician named George Box who said, "All models are wrong, some are useful," meaning even the best models are imperfect.

So there's no one best design philosophy. At the end of the day, it's about choosing the approach that speaks the most to your ultimate goal. And I'm sure you saw a lot of principles of accessible design come through in some of the UDL principles as well. Things about inclusive design, like taking into account different identities and cultures and perspectives also comes through UDL. UDL guidelines are actually in the process of being updated. They are constantly updated, but they are right now updating them as a part of the UDL rising to equity initiative. So this update is going to recognize systemic barriers that result in inequitable learning opportunities. But the way I look at it is UDL is a mindset and a framework that serves the broadest range of users possible. So rather than trying to address individual accessibility or inclusion objectives, you think about everyone. So an example is closed captioning. When you use closed captioning for videos, it is intended for people who are deaf or hard of hearing, but others may turn them on too if they are in a loud environment or if they cannot hear the words being said, or if the words are too garbled to be understood.

So it goes beyond just the accessibility, disability and physical challenge requirement and includes having a single solution that serves more extensive user base. Katie Novak, who's a UDL expert. She uses a dinner party analogy to explain the difference between differentiated instruction and UDL, and we will leave a link for that in the chatbox for you to explore later. So that's a fun analogy, too. Well, this brings me to the last in the final slide. I hope that now that you're somewhat familiar with the UDL principles

and guidelines. You know that it's not about implementing each guideline and checkpoint. It's more about a problem-solving process to intentionally reduce barriers and infuse options. And my recommendation is start with the goal, identify the barriers and then use the three principles. And one thing that has kind of stayed with me is coming from the book "Reach Everyone, Teach Everyone" by Tobin and Behling who talk about using the plus one approach, which is use the plus one thinking to ask yourself, is there one more way that I can help keep the learners motivated and engaged?

Is there one more way that I can give them information? And is there one more way that they might be able to demonstrate their skills? And the place to start that is where students struggle. So find a point in your course where they have more questions than usual, or they need alternative explanations, or they're doing poorly on a test. And then just think of one thing that you can add or device to minimize that barrier. When environments are intentionally designed to minimize barriers, we can maximize the learning and help everybody engage in more meaningful learning. So I hope you got a chance to appreciate how UDL provides a framework for understanding how to design that kind of learning that meets the needs of everyone from the start. And I really hope you're excited to give it a try. Remember to think of the process as an evolution rather than a revolution. Well, thanks for being here today and I wish you all the best in your UDL journeys. Thanks to Helena, BCcampus for organizing this session and giving me a chance to meet with all of you.

HELENA PRINS:

Oh, Taruna, let's give her some love. If you can find the emoticons there, give her some love or applause. That was such a short hour. I don't know if you would agree with me. It just went by so fast, Taruna. To me, that's a sign of engagement. I put in the link to, I was happy to see Shauna is here with us today, I put a link into to their pressbook, that's a handbook, very practical. Maybe we'll do a little FLO lab where we can all utilize the handbook. Shauna, if you're interested, connect with me after. And this is a great hour. We have lots more coming up for FLO. And Danny and co will put it there in the chat. You have about one hour left to register for our liberating structures course that will start on Monday. And I saw Beth is here as well. One of our fabulous FLO facilitators, Beth and Leva will guide you through the week. Mostly asynchronous with one synchronous session next week on liberating structures. Really an amazing course usually get great feedback on that. We also have our next FLO Friday confirmed to the fabulous and dynamic outing on assessment.

I definitely think you don't want to miss that one. I'm going to talk about academic integrity and all of that. So that's scheduled for June 17th. And we are talking also about rubrics in June. We have a whole FLO micro-course and rubrics and you'll be led by Nicki Rehn. So again, we just hear that these are the things people want to learn about and that's why we offer it. Today, we have a short survey for you, I promise. It's very short. I don't think it takes three minutes to answer the questions, to give us some feedback and some of what Taruna did you like that you didn't like it? That informs our future sessions, right? Taruna, it's always nice to get feedback. Yeah. And also we always ask the question, what is it you want us to offer through BCcampus. So I pay a lot of attention to that section as well. It gives us ideas for moving forward. Thank you for choosing to spend this hour with us and go and have a fabulous weekend.

TARUNA GOEL:

Thank you, everyone.