

FLO Friday: Using GenAI to Support UDL-Aligned Teaching

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March 6, 2026

Using GenAI to Support UDL-Aligned Teaching

Designing flexible, inclusive learning
with AI as a co-designer



COLLEGE OF
THE ROCKIES

BRITISH COLUMBIA, CANADA

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Where I Am Joining You From

Workshop Agenda

Session Agenda

1. UDL & AI Refresher
2. AI + UDL: Sample Prompt Outputs
3. Try it Out: Choice Board

Session Scope

- **What this session is:** design exploration, practical prompting, and hands-on redesign.
- **What this session is not:** tool endorsement, student AI training, or a deep dive into AI ed tech products.



Poll:

Have you used AI to support your teaching?

- Not yet
- A little
- Regularly



UDL Refresher

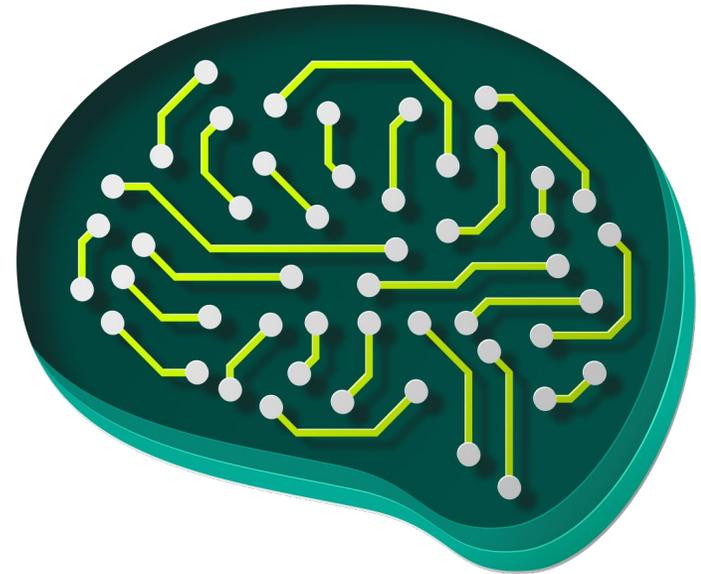


UDL 3.0: What's New?

- Released by CAST, July 2024
- From "expert learners" → "**learner agency**"
- Adds the "**who**" of learning
 - Interdependence, joy, belonging
- From "provide options" → "**design options**"
- "Checkpoints" → "**considerations**"

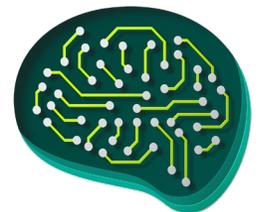


GenAI Refresher



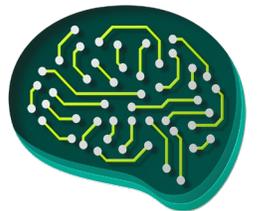
GenAI for Course Design: Capabilities

- Generates content at scale
- Adjusts reading level and tone
- Transforms content between formats
- Iterates with each prompt



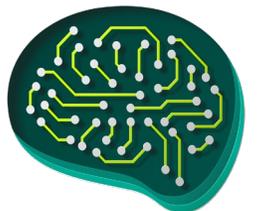
GenAI for Course Design: Risks & Considerations

- Outputs require expert review
- AI can be confidently wrong
- Bias is embedded, not neutral
- Plain language \neq lower expectations
- Protect student privacy
- Know your institution's guidelines



Bigger Questions We Shouldn't Skip

- **Environmental cost:** Significant carbon and water footprint → use with intention
- **Labour & data ethics:** Built on unconsented content, made safer through exploited labour
- *Question: What concerns do you bring to this conversation?*



AI + UDL: Prompt Demonstrations

Role: tell AI what expert perspective to take

Task: tell AI exactly what you want it to produce

Requirements: give AI your specific context and conditions

Format: tell AI how to structure and present the output

Engagement:

Student FAQ

- **Role:** Act as an experienced post-secondary educator and student success specialist.
- **Task:** Create a student-facing FAQ for the attached Interactive Oral assessment.
- **Requirements:** For 4th-year Bachelor of Education students. Address common concerns about preparation, performance, and grading. Use approachable, encouraging language.
- **Format:** Three subheadings: Preparation, During the Assessment, and Grading. Include 3-5 questions each, with plain conversational answers of no more than 3-4 sentences.

During the Assessment

Q: What will the instructor actually ask me?

Expect questions in four areas: introducing your unit, explaining why you chose specific strategies, connecting your design to course-wide concepts, and reflecting on how your unit would work in a real classroom. There are no trick questions — your instructor wants to hear your reasoning, not catch you out.

Q: What if I blank on a question or don't know the answer?

It's completely okay to take a breath and think before you respond. If you're genuinely unsure, say so honestly and talk through what you do know — instructors value thoughtful reasoning over a polished, rehearsed answer. The IOA rewards authenticity and self-awareness, not perfection.

Representation:

Lowering the Cognitive Load in Assignment Instructions

- **Role:** Act as an instructional designer with expertise in plain language and accessible course design.
- **Task:** Revise the attached assignment instructions to reduce cognitive load for 2nd-year Business students.
- **Requirements:** Preserve all original assessment requirements without omission. Simplify sentence structure, break multi-step directions into a numbered sequence, define discipline-specific terms inline, and make key actions immediately clear.
- **Format:** Clean, student-facing layout. Numbered steps for sequential actions, bolded key verbs and deadlines, and a short "What you are being asked to do" summary at the top.

Problem-Solving Presentation or Podcast

Skill Assessed: Problem Solving **Due:** End of Week 9 **Length:** 6–8 minutes

What You Are Being Asked to Do

- Record a presentation (video/slides) or podcast (audio) that is 6–8 minutes long.
- Explain the 10 Skills and why they matter in your personal and professional life.
- Share your personal philosophy of change — what it is, and how you created it.
- Connect the 10 Skills to your philosophy of change using real examples from your life.
- Submit your recording plus a written outline or script by the end of Week 9.

Why This Assignment Matters

By this point in your Strayer journey, you have learned about, practiced, and reflected on the 10 Skills. This assignment gives you the chance to communicate that experience clearly to an outside audience — and to think about how it prepares you for the workplace.

In Week 7, you built your personal philosophy of change (your own framework for how you react to, think about, and manage change). Now you will present that philosophy — and its connection to the 10 Skills — in a way that helps others start thinking about their own.

Action & Expression:

Turning MC Questions into Case Studies

- **Role:** Act as a curriculum designer with expertise in applied and scenario-based assessment.
- **Task:** Transform the attached multiple choice questions from the BC Red Seal Plumbing exam into short case study scenarios for Plumbing Apprenticeship students. Correct answers are identified.
- **Requirements:** Each case study must assess the same knowledge and reasoning as the original question, applied to a realistic real-world situation appropriate for level 4 Plumbing Apprenticeship students in the BC context.
- **Format:** For each question: a 4-6 sentence scenario, 2-3 discussion or reflection questions, and a prompt asking students to justify their reasoning. Number each case study. Include a suggested answer key and a brief instructor note explaining what understanding the question checks.

Discussion Questions

1. Which internal component is most likely responsible for the relief valve discharging at this point in the test sequence, and why does closing shut-off 2 cause this symptom to appear?
2. Explain in your own words what is happening to the pressure zones inside the RP assembly to cause relief valve discharge. What does this tell you about the condition of the device?
3. What is the correct next step after documenting this failure — both from a technical standpoint and from a BC regulatory/reporting standpoint?

Reasoning Justification Prompt

Written Justification:

In 3–5 sentences, explain your diagnosis. Reference the pressure differential principle that governs RP assembly operation, identify the failed component, and describe the mechanism by which that failure produces the observed symptom. A strong answer will demonstrate understanding of how check valve 1 interacts with the reduced pressure zone.

Over to You! Choice Board

kfyke3 • 1d

AI Prompt Choice Board: Using GenAI for UDL-Aligned Teaching

AI Prompt library built during an FLO Friday workshop, March 2025. Use any prompt, add your own, and share what worked. Prompts align with CAST UDL 3.0 Guidelines.

Start Here!



kfyke3

2 days ago

Instructions

How to Use This Choice Board

1. Choose any prompt from any section. There is no required order.
2. Click the three dots (...) in the upper right corner of the card, then click "Open Post."
3. Copy and paste the prompt into your AI tool (e.g. Copilot, Claude, ChatGPT, Gemini).
4. Add your assignment

Engagement



kfyke3

2 days ago

Student FAQ

★ START HERE

Act as an instructional designer focused on learner variability. I will share an assignment or topic with you. Generate a student FAQ that highlights common points of confusion, hidden expectations, and emotional barriers students might experience.

Aligns with: UDL 3.0 -- 7.4, 8.1, 8.4, 9.2, 6.2



Representation



kfyke3

2 days ago

Accessibility Review

★ START HERE

Act as an accessibility specialist. I will share an assignment description or course material. Suggest specific ways it could be restructured to improve clarity, reduce cognitive load, and support multimodal access. Prioritise changes that are high-impact and low-effort.

Aligns with: UDL 3.0 -- 1.1, 4.2, 2.1



Action & Expression



kfyke3

2 days ago

Alternative Demonstration

★ START HERE

Act as an assessment designer. I will share an assignment. Suggest 5 different ways students could demonstrate the same capability. For each option, include a one-sentence description and confirm which learning outcome it addresses.

Aligns with: UDL 3.0 -- 5.1, 5.2, 5.4



AI Disclosure: These prompts were refined with Claude. Full disclosure on the Padlet.

How did it go?

- What did the AI do well?
- What did you have to fix or reject?



Top Tip: Ask AI to Write a Prompt for You

- Not getting good results? Ask AI to help write the prompt.
- Template:
 - "I am a [role, e.g. post-secondary instructor] working on [goal]. Help me write a prompt to [specific outcome]. Ask me questions one at a time before writing it."
- Best practice: Start a new chat once your prompt is ready.





Keep Building: The Padlet Stays Open

If you try a prompt after this workshop and you think others would benefit from it, please add it.





+1

What is your plus one?

Where could AI remove a barrier for students?

Keep Building: Resources to Explore

- Saborío-Taylor, S., & Rojas-Ramírez, F. (2024). Universal design for learning and artificial intelligence in the digital era: Fostering inclusion and autonomous learning. *International Journal of Professional Development, Learners and Learning*, 6(2), ep2408. <https://doi.org/10.30935/ijpdll/14694>
 - A peer-reviewed article that explores how UDL and AI can work together in practice, with three concrete classroom applications across each UDL principle, offering theoretical grounding and practical starting points for post-secondary educators.
- CAST. (n.d.). *Artificial intelligence & UDL*. <https://www.cast.org/what-we-do/artificial-intelligence/>
 - CAST's central hub for AI and UDL resources, including research, tools, and community connections, useful as a go-to reference to stay current as both fields evolve.
- CAST. (n.d.). *PreK-12: Artificial intelligence for UDL (self-directed mini course)*. <https://www.cast.org/resources/course/prek-12-artificial-intelligence-for-udl-self-directed/>
 - A self-paced online course (\$200 USD) that guides educators through practical AI prompting techniques and accessibility strategies grounded in UDL Guidelines 3.0, for those who want structured learning beyond this workshop.

Thank you!
