Transcript for Using GenAI to Support UDL-Aligned Teaching
BCcampus FLO Friday session on March 6, 2026
Facilitator: Kelly Fyke
Host: Helena Prins

HELENA PRINS:
I'm so glad you chose this Friday to spend it with us for the FLO Friday on Using GenAI to support the UDL-Aligned Teaching. My name is Helena Prins, and I'm very fortunate to be on the BCcampus Learning and Teaching team. and we'll put the link in the chat for you as well. And then this is going to be a fantastic session of Kelly Fyke. We do have one optional breakout room. So when you hear the word breakout, don't freak out, stay in here. You will get to choose if you want to go work in a group or work by yourself, and we'll have a Padlet activity as well. But for the rest, just participate as you can. And I'm going to be quiet and hand it over to Kelly for this 1 hour session. Thank you so much, Kelly, for saying yes and for taking us through this important topic.

KELLY FYKE:
Thanks, Helena, and thanks everyone for joining me today. Just as everyone's joining, I think a few more are just coming in here. I'd love to hear where you're joining us from today if you wouldn't mind just dropping in that chat if you're comfortable. Let's give it another minute here. I'll share in a moment where I'm joining you from. As I keep an eye on the three screens in front of me. All right. We're across provinces today. B.C., Saskatchewan, Cranbrook, you're close to me. Michaela. All right. Welcome. Oh, I love people recognizing each other in the chat. That's always going to happen. Beirut, Lebanon. Wow. I'm going to have to read these after. This is incredible, Arizona. My goodness. We're international. Okay. All right. Let's get started.

So I'll start by introducing myself. My name is Kelly Fyke. I'm a teaching and learning specialist and educational developer here at College of the Rockies in Cranbrook, British Columbia. And my work here centres on two main areas, inclusive design and critical AI literacy. And just a little bit about what I do. On the AI side, I develop critical AI literacy sessions and resources for both students and instructors, and I facilitate communities of practice that take instructors from foundational questions about AI all the way through to course and assessment redesign. I'm also currently running a book club on the book, "The Opposite of Cheating: Teaching for Integrity in the Age of AI" by David Bettinger and Tricia Bertram Galant, which I highly recommend to this group of individuals. It's a fantastic book. If you're looking at or interested in academic integrity “In the Age of AI," this is a wonderful book. And a thread that runs through all of the work that I do is the importance of viewing AI outputs with a critical eye. I say critical, not to scare, but because I believe these AI tools are really only useful when we know the downsides, and we will touch on those briefly today. Because I know we're not new to AI in this room, probably. It's not an intro to AI course. I'm sure we're well versed in a few of the downsides, but I still will touch on those today. I also wanted to mention that in addition to my role at the college, I also teach in the University of Victoria's East Kootenay Teacher Education Program, where my focus is on culturally responsive and inclusive approaches for multilingual

learners. So I think about inclusive design from the instructor side, as well as the learner side. So there's our full title there using GenAI to Support UDL-Aligned Teaching: Designing Flexible, Inclusive Learning with AI as a Co-Designer.

All right. So thank you for sharing where you're joining from today. I'm joining from Cranbrook, British Columbia. But this photo here on the screen was taken last week. I took it behind my house in Kimberly, British Columbia. It's the view I see every morning on my way to work. I'm very lucky and every afternoon when I'm walking my dog. And this view absolutely never gets old. It's a daily reminder of how lucky I am and a daily reminder of how lucky I am to be a guest on this land here. I've only lived here for four years. Every day, I feel grateful for being here. I'm joining you today from the traditional territory of the Ktunaxa. which is also home to the Kinbasket and Métis peoples. Five First Nations are located within the regional boundary of the College of the Rockies where I work, four Ktunaxa bands and one Secwépemc band. And wherever you're joining from today, you're likely on the traditional territory of Indigenous peoples who have called that land home since long before our institutions existed. And for me, land acknowledgment like this and inclusive design come from the same place, a recognition that our systems have not always served everyone equally.

So two very big topics today, neuroscience and AI, all in 60 minutes. So obviously, I had to make some design choices about what to focus on today, and today we're focusing mainly on design capabilities. Using the large language model you're likely already using, whether it's Claude, Copilot, Gemini, whatever it might be. So here's how we'll spend our time together. We will start with a brief refresher on both UDL and generative AI. As the session description mentioned, it's not an intro to either of these topics, but we will still work from the same foundation by refreshing. When we review AI, we'll do so with a critical eye because I don't think critical AI literacy can ever be separate from conversations about using these tools well. Then we'll move on to outputs, some sample prompts and outputs, where I'll show you how I've used AI to support each of the three UDL principles with real prompts and real outputs. These are actually shared with you in advance of the session today. Finally, the part I 'm looking most forward to, we'll hand it over to you. You'll have a choice board of prompts organized by UDL principal on a Padlet that's been shared with you and you'll try them out with your own materials or your own topics, whatever you choose. A quick note on the scope of this session because it's only 60 minutes. What this session is, it's practical, it's exploratory. Looking at prompt frameworks, you can begin using them right away. And what it's not? We're focused entirely on the instructor side today. This isn't a session about training students to use AI, and it's not a session about how students can use AI in their learning. That deserves an entirely separate topic, separate workshop. This session also isn't about discussing the latest accessibility tools or EdTech products. Those again, deserve their own session and are beyond the scope of today. So before we go any further,

I'd love to know where everyone is at this point. This is a poll that should be launched on the screen here. Have you used AI to support your teaching? Not yet. A little regularly. I'm seeing some lots of answers coming in. Wonderful. All right, looks like everyone's sort of completed

there. I can help. Thanks, Paula. I'll stop sharing. Wonderful. Okay. Share results. There we go. Can everyone see the results? I can read them too. Not yet. 10%, a little 60% and regularly 30%. All right. That's a great place to be in. If you have not yet, absolutely no problem. That's fine. This session is actually designed with you in mind. The prompts we use today don't require any prior experience. And if you're using it regularly or even a little, please feel free to share what you've done and what's working for you because your expertise will help everyone here today. Maybe we could even just start now as I advance the slide. If you have used AI and your teaching already, please share in the chat if you'd like. What have you created? Has it been slides, handouts, rubrics, checklists, whatever it might be accessibility support, like alt text. Please feel free to share in the chat how you've already used it. Well, I have a zip. Great. Yeah, Padlet has some great built in capabilities for AI as well. Yeah, Infographics, everything. Okay. Awesome case studies. I can't wait to hear more. This is great. Yeah, alt text. Pretty amazing what it can do with alt text.

All right, thank you for sharing. Okay. Let's start with a brief UDL refresher. On the right-hand side of the screen, you should see an illustration of the brain. You may be familiar with this brain image as it corresponds to UDL. The three colours correspond directly to the three UDL principles. The pink region at the back represents the recognition networks, the what of learning. It's like the loading dock of the brain where information from the world comes in. Because brains process this incoming information differently, UDL reminds us we need to design multiple options for how the data arrives, which is the representation of UDL. The green region in the middle represents the effective networks, the why of learning. It processes meaning, significance, and importantly, emotion. It's like the bouncer of the brain. If the effective network isn't stimulated, if it just doesn't care, it won't let the information pass through. Therefore, we need to design for multiple means of engagement. And the teal blue region at the front represents the strategic networks, the how of learning. If the pink is the loading dock and the green is the bouncer, the teal region is like the constructive crew. It's how you take what you've learned and express it back to the world. And because everyone organizes their thoughts differently, this network requires designing for multiple means of expression. And those are the three major components of UDL. None of this requires major course redesign, and you might have heard, if you've ever attended a UDL session before, particularly with Thomas Tobin, the plus-one idea, and you'll hear that idea today. Just pick one place where a student might hit an unnecessary wall and add one option, one support, one clear pathway. Because these small changes may consistently have a big cumulative impact.

And if you've been working with UDL for a while, you might have learned it through CAST's version 2.2. So CAST, the Center for Applied Special Technology, released an update, a pretty big one in July of 2024, and it's worth understanding what changed. I was pretty excited about it. And it's relevant to what we'll be working with today. It moved from aiming to develop expert learners to developing learner agency, the capacity of students to direct their own learning, understand their own variability and participate in shaping their own educational

experience. And very excitingly, it added the who of learning. So where do you have the what and the why, but it added the who of learning. So identity is now explicitly part of the variability that we were meant to consider, not just how students are learning differently, but who they are and how that shapes their experience of education. And I love how 3.0 emphasizes interdependence, joy. There's actually a consideration like bringing joy to learning and belonging as genuine learning conditions, not soft additions. And this matters for how we think about engagement. Some of the language here that changed, it went from providing options to design options with learners as co designers. And finally, it might seem minor, but previously they were called checkpoints, and now they're called considerations. So not a checklist to complete, but more like a compass to orient yourselves by. And this framing is directly useful to how we use AI today with the who at the centre. UDL obviously is a phenomenal framework. We all know we would love to be using it all the time, but we're limited. We live in the real world, limited with resources and time, and this is where AI comes in.

I just want to do a brief AI refresher, so we're all working with the same vocabulary here today. Da da, click, click. Here we go. All right.

So here is what AI is genuinely good at in course design, and I'm sure you've already recognized this. It generates content at scale. You can ask it to produce five different versions of the same explanation, each at a different reading level in the time it would take you to write one. It adjusts reading level, language complexity, and tone on request. This is really valuable for courses with multilingual learners or students with varied academic backgrounds. I'm going to show this one to you today. It transforms content between formats. You can take a dense block of text and ask AI to turn it into a case study, an FAQ, step-by-step checklist, set of discussion questions, and I see some of those uses already mentioned in the chat. And it iterates rapidly. Each follow-up prompt that you ask it, it refines the output, making it more specific to your context. It's like you're having a design conversation rather than just generating one product. These are all helpful, but they require your expertise to actually be working well, and that's what we'll talk about today.

That actually leads me into this next slide here, because before we get into the demonstrations, it's worth naming the risks. Because the risks actually affect how well we can do our jobs in design. So the wrong screen. There we go. The most important one, AI does not know your students, your discipline, or your context as well as you do. Your oversight will always be needed. AI, I'm sure we've all seen this, AI can be confidently wrong, sometimes arrogantly wrong. This is most apparent in the voice mode of AI. If you play around with that, your oversight is always needed. It will produce content that sounds authoritative and sometimes, if not often is wrong. Everything it generates should always be considered a first draft. Your judgment is what will make it actually usable. A big one. Bias is a genuine concern when designing for students. These models are trained on large bodies of texts that reflect real inequities in our society and our world, inequities in whose knowledge is centred, whose experiences are treated as default, and whose perspectives are missing entirely. This is important to note when working with UDL, because UDL explicitly centres diverse identities and

experiences. It means you need to actively ask whose voices are present in an AI output and whose are not because neutral is not a setting AI tools have. While putting instructions into plain language is very, very useful, simplifying language can strip content of its rigor and intellectual depth, which could create a new barrier for students. We always have to again read over our outputs to ensure that the plain language version is still capturing the intent of the original and we're not lowering expectations. And obviously, it is advised to keep prompts about course materials, not about individual students. Certainly no names. And finally, a reminder to know your institution's AI use guidelines. They're evolving quickly, and what applied six months ago might not be up to date. So you'll just want to make sure you know your institution's guidelines about how to use AI in your context. And maybe just a quick question or a thumbs up. Does anyone have... Does any institution out there have a subscription to a particular AI tool or perhaps Copilot is already built into your Microsoft accounts? Who has institutional access? Yeah, Copilot. I'm wondering if there's others out there, Copilot, unfortunately. Yeah, I have Copilot built into mine. I don't really use it that often. Yes. Yeah, Copilot ChatGPT. Claude is my current favourite, my output examples that I'll show you today were created in Claude. But yeah, only allowed to use Copilot. Yeah, that seems to be the consensus.

A couple more bigger questions that we should not skip, especially in the context of what we're talking about here today is a couple I'd like to talk about now, which is the environmental cost. Whenever I discuss AI and its use, I can't ignore this obvious one. So AI prompts carry a significantly larger carbon and water footprint than standard internet use. And that's obviously not an argument against using AI tools, but it is an argument for using them with intention. So thoughtful, purposeful prompting, knowing what you're trying to achieve before you open the AI tool will help lower the environmental impact. And also labour and data ethics. Most of the text these models were trained on was taken without the knowledge, consent, or compensation of the people who wrote it. That includes educators writing within their practice, but likely includes participants here with us today. There's another layer, obviously, making these tools safe enough for us to use required contractors, largely in the Global South to review sometimes deeply disturbing content for very low pay. That work is what makes these tools usable for us. I just wanted to address the tension that many of us likely feel every time we use these tools. I would like to pause here. What other concerns do you bring to this conversation about AI generally or about using it in UDL specifically in a UDL context. What concerns are you bringing to this conversation today? If you'd like to share in the chat, please feel free. There are many, many, I know. It's a big, big conversation, and in fact, it is a workshop on its own. Yeah, the lack of accountability. Yeah. Yeah, they're ubiquitous now these tools. They're just often built in and we don't have a choice, yeah. There are some deep concerns. Transparency of use. Definitely. Yeah, power consumption. Yeah, so crafting with intention is something I did want to talk about today.

All right, so in the buildup to the Choice Board, where you get to try some of these crafted prompts out and maybe design some of your own, I wanted to show you a couple, three that I have used in my own teaching and learning specialist context here at the college. If I had more

time, I'd prompt them live in front of you, but instead, I prompted them in advance and uploaded the outputs from Claude into the folder that was shared with you. So feel free to open those now and have them on hand, or you can just review them later because I will show you some screenshots from them. I should note that I used the free version of Claude for these and did not edit the output in any way. I did this to show you what was possible from a one shot prompt. I strongly encourage you to revise outputs before using them. But for the purpose of today, I wanted to show you what it could create with one prompt, and it's pretty useful. The prompt framework underpinning our AI prompts today has four components. I'm sure you've seen a framework like this before.

Role is the first part. When creating a prompt, you give AI a role. This tells AI what kind of expert it should behave as. The role shapes the tone, vocabulary, and priorities of everything that follows. Task is the clearest part is simply what you want the AI to produce. Be direct and specific here. Requirements are where your professional expertise does the most work. This is where you tell the AI about your students without naming names, your discipline, your constraints, and your context. A generic prompt produces a generic output. The more detail you put into the requirements field will make the output feel like it was designed for your course rather than anyone else's course. And finally format. Format tells the AI how to produce the output. The structure, the length, the headings, the tone. Without this, AI will make its own formatting decisions which may not suit your purpose. This is the structure you'll see for the example promised today.

The first example, It's actually one that I use for my own course. It connects to engagement, the why of learning, and the output has already been shared with you. One of the most common engagement barriers in courses is assessment anxiety. I'm sure we've all experienced it. I'm sure we've all seen it. A student-facing FAQ, a frequently asked questions document will address the questions students might be wondering and are too afraid to ask, don't even know to ask or asking each other on the WhatsApp groups that we all know they're creating for our courses. The prompt that I'm going to show you I used in my principles of English language learning course. For their final assessment, students were going to be taking part in an interactive oral assessment, which, if you aren't familiar, is a 15-minute one-on-one conversation where students demonstrate and defend their understanding in real time. This type of assessment was new to all of them and can sound pretty scary. So I wanted to create a clear, approachable FAQ to lower potential anxiety, give them clarity, and make them feel supported. And here is the prompt here. Role: Act as an experienced post-secondary educator and student success specialist. Task: create a student-facing FAQ for the attached interactive oral assessment, and I uploaded my assessment instructions. Requirements: For fourth-year Bachelor of Education students. Address common concerns about preparation, performance, and grading. Use approachable, encouraging language, and format. The subheadings, preparation during the assessment and grading, include three to five questions each with plain conversational answers of no more than three to four sentences.

And I just wanted to show you one portion of the output here because you have the full thing already. Let's look at what if I blank on this 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. So it nailed it there, I thought. I mean, that's not even. I didn't include those ideas in my assessment instructions, nor in my prompt, but it knows what an IOA is and what students could be concerned about. And it's the UDL principle of minimizing threats and distractions. It's doing it in plain human language rather than policy language. It's just reassuring and actually changes how students might walk into that room on the assessment day. Something I noticed when I was creating these FAQs is that it raised questions that I didn't even think about. This is really useful for us who've been teaching something for so long, we might forget what isn't obvious to students. Actually, with instructors that I've worked with, they have found it useful for that reason because they have been teaching the same thing for so long. So just pause here and perhaps in the chat, I'm wondering, is there an assessment type or an activity that you always feel generates a lot of confusion or anxiety? Could AI draft something similar for you? Feel free to drop it in the chat there. An interactive oral assessment sounds scary, but students generally afterwards loved it and really appreciated it.

And I'll just move on here to the second demonstration here on representation. So this actually is, I think, the biggest, like, the most low-hanging fruit and course design, instructions that made complete sense to the person who wrote them, but are often genuinely confusing to students. Not because the students aren't capable of understanding, but because the instructions assume a lot of background knowledge, use complex sentence structures, and bury the key actions inside dense paragraphs. So for this one, I want to keep an eye on the chat. I just want to read everything. Okay, so I'll come back to that. So for this prompt, I used I found some assessment instructions online that somebody had shared from Washington, DC. Apologies that this assignment belongs to you. I don't think I saw anyone from Washington, DC, but actually not really because this is a very cool assignment. It asks students to choose between a presentation and a podcast, a very cool assignment, but it's 12 pages of instructions. It took me a long time sifting through to actually see that it was a great assignment, before I got to that. So what I thought this could use is a prompt like this one. Act as an instructional designer with expertise in plain language and accessible course design. Revise the attached assignment instructions to reduce cognitive load for second year business students. Preserve all original assessment requirements without omission, simplify sentence structure, break multi-step directions into a numbered sequence, define discipline specific terms in line 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.

And that's actually what I'm going to show you now, that section. I loved what it did with what you are being asked to do in the summary box at the top. It leads with action, not context, that what you are being asked to do box appears before the rationale, before the scenario, before

any background information, students know the destination before they're asked to follow a map. This is a direct representation support. It means a student who is overwhelmed, short on time or processing in a second language can orient themselves immediately without reading the full documents first. And just below that, we'll see Why This Assignment Matters section, which connects the task to the student's existing experience. Rather than launching right into requirements, it anchors the assignment to what students already know. Which reflects the UDL principle of activating prior knowledge. So for those students who struggle to see the relevance of assessments, this framing really helps with motivation before the task has even started. And you can have a full look at the output that was shared with you. I really love how AI is able to create visual hierarchy. It's very, very good at that. So students' eyes are guided from sort of the structure of the page is the most important information downward. It does a wonderful job of that.

The final, last but not least action expression, turning multiple choice questions into case studies. This is actually a prompt I worked on with a plumbing instructor here at my college who wanted to take his plumbing exam prep questions and turn them into case studies because case studies ask students to apply the same knowledge in a realistic context, which is often more accurate and more engaging for students. Here is the prompt and he's given me permission to share with you all, act as a curriculum designer with expertise in applied and scenario-based assessment. Transform the attached multiple-choice questions from the B.C. Red Seal plumbing exam, it's exam prep into short case study scenarios for plumbing apprenticeship students. Correct answers are identified. Each case study must assess the same knowledge and reasoning as the original question applied to a realistic real world situation appropriate for level four plumbing apprenticeship students in the B.C. context. For each question, a four-to-six sentence scenario, two to three discussion or reflection questions, and a prompt asking students to justify their reasoning. Number each case study includes a suggested answer key and a brief instructor note explaining what understanding the question checks. And that last part there is really, really important, the instructor-facing component because it helps you reflect on how well that case study aligns with the expected understanding, and it helps you reiterate accordingly. I recommend adding something like that in there. It makes marking easier for you too. So here is a brief little screenshot from that output. The first thing I loved was the reasoning justification prompt that appears with each case study. It's asking students to select a correct answer. So it's not asking them to select the correct answer, but from memory, but rather construct an explanation to show their thinking, not just their conclusion. And really importantly, it sort of has three discussion questions there. Which are three versions of the same question at different difficulty levels. There are three genuinely different cognitive entry points into the same knowledge. So question one there asks for identification and causal reasoning. Question two asks for a conceptual explanation in the student's own words. Question three moves into procedural and regulatory application. So three pathways into demonstrating understanding. I saw a few people in the chat mentioned that they have used AI for case studies. I'm interested to hear how it went for them because it is a very good use of AI because case studies take so much time to write, and this is one that can easily be outsourced to AI.

All right, so over to you. Time for Choice Board time. I'm going to explain the instructions here in a moment. And a Padlet has been shared. Thank you, Paula. This is a hands-on activity. So the instructions are on the next slide.

I'll just click over to that now. This is what your choice board will look like. It's on a Padlet. And you're going to choose one of these in the next 13 minutes, 14 minutes and watch for two things as you practice. What the AI is doing well and where you can see that your professional judgment would need to take over. So on the far left, you'll actually see the full instructions. Choose a prompt from any section here, engagement, representation, action and expression. You can scroll down and find a few more. You can click on those three dots in the upper right hand corner to open the card for easy copying and pasting so you don't have to type it all out yourself, and paste your prompt after you've changed it into any AI tool you have access to, whatever works for you. Claude, Copilot, Gemini, whatever. Then add your own assignment or description or course topic, whatever. And when you have your output, just review it with your professional judgment. Brief AI disclosure here. These prompts were refined with Claude so they can fit on little tiny Padlet cards. A full disclosure of how I used Claude is on the Padlet itself, if you're interested to see how I used it. So once again, there is an optional breakout room if you'd like to work with a group on this activity. If not, feel free to go explore right now and try things out. I will stay here if anyone has any questions, but before you go, does anyone have any questions about this Choice Board activity that will take us till 12:50? I'll remain here if you want to come back with any questions, but if you're ready to go explore with the Choice Board, I would love it if you could come back at 12:50. Yeah. You will be invited to a breakup room,

All right. Thanks, everyone. Welcome back. I hope you had time to get through at least maybe one prompt, maybe start a prompt and you might come back to it later. I'd intended for there to be 15 minutes for you to do that, but it sort of worked out to be more 12 or 13. But I'd love to hear how it went. What did it do well? Which one did you choose? What did you have to fix or reject? Maybe if you want to give it a rating out of ten for how well it did. I'd love for you, if you're comfortable sharing in the chat, which prompt did you try? And how did it go? I see one there. ChatGPT provided a great response. I'm interested to hear which one you chose. Were there any fails out there? That's valuable data as well. If something didn't work. I know I've used the same prompt more than once and gotten different outputs. That happens. Oh, the culturally responsive. Okay. Very interesting. Thank you for sharing that in the chat. Create 10 multiple choice questions on ableism, suggest specific ways it could connect to diverse learner identities, lived experiences, and real world contexts, including at least one example for each suggestion. And I'm wondering how that went. I imagine there'll be some tweaking that's necessary. Follow-up questions create scenario-based questions that feel more realistic for first year university students or workplace preparation courses. Okay. Okay, so, Bruce, I used executive function support. It's not a good outcome, but maybe my project workbook needed more explanation to begin with. Yeah. Yeah, in a time pressure, you know, we only had 12 minutes. You probably didn't have enough time to give a lot of detail. Yeah. Yeah. I've noticed

with Claude recently, when you upload a document, it will give you a document to download. If your prompt doesn't include an upload, though, it will give you your output in just the text form underneath. But it does a pretty great job of creating a well-formatted document. As you'll notice on the Choice Board there, there is space to add your own afterwards. If you were able to come up with any on your own, in that short time, love for you to add them. Or if you think of one afterwards, you try one afterwards, please feel free to add it. And also on the choice board, the far right-hand side, you'll notice ways to level up your prompt. These are adding lines like ask me questions one at a time before generating output. Has anybody used that line? Just give me a thumbs up if you've added that line to your AI prompt. I find that to be the best addition to any prompt. Ask me questions one at a time before generating output. You'll get much more personalized contextualized outputs that way. Yeah. And there's a few more levelling upset statements you can add to your prompts.

You'll also notice I put a little top tip in there. Maybe you're already doing this, but AI is actually quite good at helping you write prompts. So here's a prompt framework. If you're not sure how to ask AI, but you know what you want to get to. You can ask AI for help in creating the prompt. So here's the template there. It includes that line, ask me questions one at a time before writing it. And then best practice is to start a new chat using that prompt that it gives you. I already saw this question in the chat from Tammy before she had to go, but yeah, the Padlet will stay open after this session.

So if you try a prompt after this workshop and you think others would benefit from it, please add it. I have a few others that I had initially thought to put on the Choice Board, but I didn't want to overwhelm you. So I will add those after the session as well. There'll be quite a few more to choose from on there if you wanted a place to get started. But again, if you have one you'd like to share with our group here today, that would be really, really wonderful.

And perhaps with just a few minutes left here, we started with the idea of UDL being not about completely redesigning your course, but just thinking of one way that you can remove a barrier for students, one way that you can make instructions more accessible. I'm wondering after today, what is your plus one, if you could share in the chat? What is one barrier that you can see yourself removing for students with AI? Varied explanations. Yeah. Thank you, everyone. Thanks, everyone. Thanks for joining. Thank you. Yeah. Thanks for the reminders in there. Varied explanations is a very, very popular use as well. Thank you. Looks like lots. I think meeting time is coming up swiftly after this, and yeah, lots of people have to go. Thank you, everyone. And please feel free to keep in touch. My contact information is on the title slide. If you have anything you'd like to follow up with or share. That would be wonderful. Thanks, everyone.

HELENA:
Thank you, Kelly. I can't imagine a better way to spend my Friday morning. I use some prompts, too, an activity that we sometimes use with one of our AI workshops, that's a little bit clunky, and I really feel the recommendations are spot on. So thank you so much. And I think the Padlet

is a very valuable resource that we probably used a lot. Thank you, everyone for joining us today. And if you want to be a FLO facilitator, reach out to me. Or just fill out the survey as well with some ideas for the future. I wish all of you a wonderful March. I can't believe we're in March, and I also wish you a wonderful weekend. Thank you. Thanks, everyone.