



In the Next 20 Minutes

Identify elements in existing or planned courses that are “**single stream.**” For example,

- Lecture notes might be in **text-only** format.
- A course might rely on **PowerPoint** presentations to deliver content.
- Video snippets created by the professor might be **audio-and-visuals only.**

Brainstorm expansions into **different media, methods, or expressions.** For example,

- Record a voice-only **podcast** to extend key parts of your lecture content (or ask current students to record their own audio of a short piece of content).
- Record a **screencast** using voice-over in VoiceThread via Moodle.
- Type out a **transcript** of professor-created video content, or edit the auto-transcript produced by software (such as Camtasia).

In the Next 20 Days

Plan out **two paths** through the course: one **media-based**, and one **text-based.**



- Go through course materials—or ask students to—by finding nothing but **text-only files.** Where would students find **gaps** or be **confused** about what’s next?
- Go through your materials by finding nothing but **audio and video files.** Where would students find **gaps** or be **confused** about what to do next?
- Map out the two paths, and note what existing content can become “**anchor points**” for students to move through the content.
- Note areas where students can **choose how they respond** to the course:
 - Offer different **options for responding** to assignments.
 - Provide in-class and out-of-class ways for students to **converse with each other and with you.**
 - Offer students one “**self-defined**” **assignment**, where you provide the criteria, and they provide (and perform) the assignment details.
- Create “**interest points**” throughout the course where you will
 - **recruit interest** (get students involved in the learning),
 - help students to **sustain their efforts** (offer encouragement, draw connections between previous work and future learning), and
 - help students to **self-regulate** (talk about time management, help with planning, and provide **milestones** so students can compare against where most students are by that point).

In the Next 20 Months



Collect completion and usage **statistics** about resources in existing courses.

- Ask students to share their use cases about **how, when, and where they interact** with the content in your existing course. For example,
 - What **devices** do they use to view & interact with tools and content?
 - How much time do they spend **learning how** to find/use course materials?
 - What elements of the course gave students **problems**? Did any cause students **not to use** specific items?
 - Were students **unable to get to or use** course materials or interactions?
- Map and build **one alternative path** through an existing course, beyond the “text only” and “audio/video only” paths that already exist.
- **Share** the possible paths through the course with your current students, and ask for their feedback about **which parts need multiplying soonest**.
- Collect completion and usage statistics about the resources in your UDL-augmented course, for a **pre- and post-change analysis**.



Continuing the Conversation: UDL in Higher Education

- **CAST [Center for Applied Special Technology]:** udloncampus.cast.org. One-stop web resource for learning about Universal Design for Learning.
- **CollegeSTAR [Supporting Transition, Access, and Retention]:** www.collegestar.org. North Carolina consortium to implement strategies to reach out to “students who learn differently from what is most typical.”
- **EASI [Equal Access to Software and Information]:** easi.cc/. Resources and free seminars on accessibility concerns.
- **National Center on Universal Design for Learning:** www.udlcenter.org. Resources for implementation in higher education.
- **San Francisco State University:** ctfd.sfsu.edu/udl. The Center for Teaching and Faculty Development has several guides to designing accessible multimedia.
- **U of North Colorado:** http://www.hyperformer.com/UDL_tutorial/. Stephanie Moore’s online tutorial, *Presuming Competence By Design: A Tutorial for Systems, Environment, Curricular, and Materials Design in Learning Systems*, contains a unit on “Universal Design in My Course.”

Continuing The Conversation: Your Facilitator

Thomas J. Tobin, PhD, MSLS, PMP, MOT
University of Wisconsin-Madison
thomas.tobin@wisc.edu
(312) 810-0805
thomasjtobin.com
@ThomasJTobin

