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 to YouTube using PowerPoint slides and voice-over.
- 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


• 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.”


• 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.


Continuing The Conversation: Your Facilitator

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