EDU-13: Incorporating UDL into On-line Learning

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UDL Benefits
DOJ and ADA Amendments Act of 2008

National Federation of the Blind and Penn State Resolve Accessibility Complaint

March 8, 2013

Civil Rights Agreement Reached with South Carolina Technical College System on Accessibility of Websites to People with Disabilities

July 2013

Regarding DOJ Settlement with Louisiana Tech University Concerning Inaccessible Course Materials,
Universal Design to Universal Curriculum Design

Universal Curriculum Design (Universal Design for Learning)
“… preparation of curricula, materials, and environments so that they may be used, appropriately and with ease, by a wide variety of people.”
Frank Bowe, 2000

“Consider the needs of the broadest possible range of users from the beginning”
~ Architect, Ron Mace
Before or After

Assistive Technology
– After the fact
– Individual adjusts to an unaltered environment
– Burden on the user
– Consumable, with limited use
– High cost

Universal Design
– Before the fact
– Alters environment and information
– Burden on the designer
– Used by many in various circumstances
– Lower cost

Who will sit on the stool? If it's well-designed, everyone should be able to.
Does On-line Learning make Information More Accessible?

If you use technology it must be accessible to all students in whatever representation they need.

On-line /Distance learning is not intuitively accessible unless it is built into the curriculum.

What/ Who will access the classroom platform, programs and presentations on campus computers? On home computers?
WHY UDL?

…includes the design of materials, activities and environments that facilitates achievement of educational goals for the greatest number of students.

…helps individuals with wide differences in their abilities, cultures, language, ages, gender and learning styles to access education and succeed academically.

UDL means providing...
Multiple Means of Representation

Options for perception

Options for language, mathematical expression and symbols

Options for comprehension


http://webaim.org/

http://colorfilter.wickline.org/
Multiple Means of Action and Expression

Options for physical actions

Options for expression and communication

Options for executive function


http://www.youtube.com/watch?v=11164umpSH0

http://captiontube.appspot.com/
Multiple Means of Engagement

Options for Recruiting Interest
Options for Sustaining Effort and Persistence
Options for Self-Regulation


http://www.wikihow.com/Do-a-YouTube-Video
http://edublogs.org/
Equitable Use

Does the syllabus create a welcoming environment and encourage access?
Does the webpage have easy to follow links to accessibility statements, options?

Accessible Textbook Finder

The Accessible Textbook Finder searches multiple vendors by ISBN or title, and provides the combined results with links to the source. Each vendor has their own policies and accessibility features.

Search By

ISBN ▼

ISBN

In

- AccessText Network
- AMAC
- Bookshare
- CourseSmart
- Learning Ally
- National Library Service
- Project Gutenberg
- VitalSource

Search Tips

- ISBN search is the most precise way to locate a book.
- Try searching by title if you do not get results with an ISBN.
- Title searches return up to five matches per source.
Flexibility in Use

Design so that your students can use their assistive technology.

How can the lesson be adapted to meet the needs of everyone in the class?

Assess students with a variety of methods.
Simple and Intuitive Use

Ask:

Have I kept the process simple? Can students get to the lessons, references and work easily?

Can everyone understand the concept(s)? Have they been presented by multiple means?

Are the assessments clear and straightforward and varied?

Is there a study guide and is it helpful?
Perceptible Information

Is the information given during the lesson available to all students?
Can everyone hear it?
See it? Read it?
Manipulate it?
Understand the information the way it was presented?
Tolerance for Error

Provide detailed rubrics for projects and papers regarding expectations and grading procedures.

Provide warnings of common hazards in written work.

Provide reminders of due dates and support for completing projects.

Provide a direct link to institutions support services.
Low Physical Effort

• Can students find what they need for this course without going too many places on the web?
• Is there a place for them to access FAQs?
Size and Space for Approach and Use

Are the font, font size and color creating ease of reading?  
Are links labeled with common terms used throughout the institution?
Applying UDL to On Line Curriculum

Create a welcoming climate

- Provide ground rules for discussion
- Provide clear hours of availability for students
- Maintain confidentiality
- Recognize personal experience
- Attend to student requests promptly
- Publish an accessibility statement for the course
  and a link to services within the institution
“Ten Steps”

Develop content first then design.

Provide simple, consistent navigation.

Include an accommodation statement.

Choose CMS tools carefully. (content management system)

Model and teach good discussion board etiquette.

Use color with care.

Provide accessible document formats.

Choose fonts carefully.

Convert PowerPoint™ to accessible HTML.

If it's auditory make it visual; if it is visual make it auditory

http://ualr.edu/pace/tenstepsud/
Discussion

Technology can change the playing field not necessarily level it

Change assumptions

Adjust teaching style

Provide materials in different formats

Assess in multiple ways

Create a welcoming environment for a diverse student population
Thank you for attending this session

- CEUs – Session Code: EDU-13
  - More info at: www.atia.org/CEU
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  - For general CEUs, apply online with The AAC Institute: www.aacinstitute.org

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  - Completed evaluation forms should be submitted as you exit or to staff at the registration desk.

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