Survey Says!

Setting the Benchmark for Strategic Action on UDL at Centennial College

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Teresa Lee, Accessibility and UDL Lead, Global Citizenship Education and Inclusion

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Presenters

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Chair, Community Services Department

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WILDLY IMPORTANT GOAL

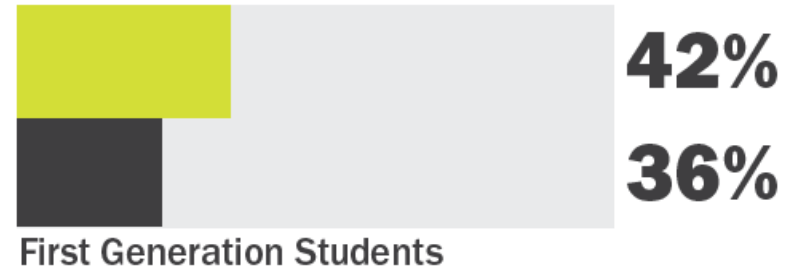Make inclusive, accessible learning the norm in all that we do
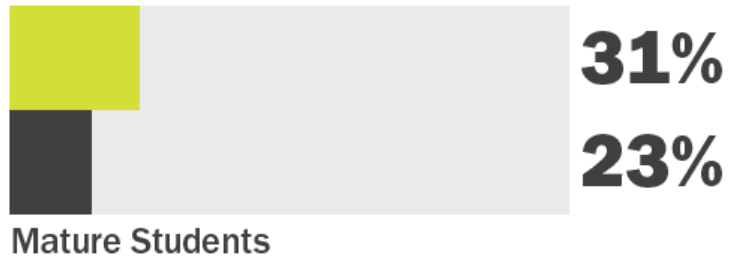
1-3 YEARS

Universal Design for Learning (UDL) will be foundational to all curriculum materials across all courses, as well as across our physical and digital learning environments.

Who are our students?

STUDENT DEMOGRAPHICS 2019-2020

● Centennial   ● Ontario

Mature Students
31%
23%

ESL Students
(mother tongue other than English)
59%
39%

First Generation Students
42%
36%

Born Outside Canada
73%

OSAP Participation Rate*
2017-2018*
94%
78%

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Our UDL journey so far

Capacity-building & goal setting
- Intro to UDL e-learning module
- Inclusive Course Design and Development Project
- UDL Standard
- UDL at Centennial College Workshop series

Sharing best practices
- UDL Conversation Café Podcast
- UDL Faculty mentorship
- Scholarship of Teaching and Learning
- Higher Education Quality Council of Ontario UDL Steering committee

2019

2020

2021

2022

2023

Readiness Assessment

Program baseline
Department-led UDL Analysis pilot
New UDL Module in Faculty Orientation

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UDL Advisory Group at Centennial College

Academic Schools	Teaching Excellence, Academic Quality and Learning Innovation	Applied Research, Hyflex Learning and Academic Partnership	Centre for Accessible Learning and Counselling Services	Equity Diversity and Inclusion

Faculty from all 6 Schools	Academic Excellence and Program Quality	Libraries and Learning Centres	Centre for Faculty Development and Teaching Innovation	Centre for Online Learning and Micro Credentials	Accessibility and Counselling	Centre for Global Citizenship Education and Inclusion

UDL STANDARD AT CENTENNIAL COLLEGE

Multiple Means of ENGAGEMENT
Tap into students' interests, challenge them appropriately, and motivate them to learn

Multiple Means of REPRESENTATION
Give students various ways to access and understand information and knowledge

Multiple Means of ACTION and EXPRESSION
Provide students with various ways to demonstrate what they know

Establish a welcoming learning environment by including Course Orientation Modules and Course Templates

Share course objectives, learning outcomes, and schedule in multiple ways and over time (e.g. course outline, verbally with PowerPoint, checklists)

Provide opportunities to ask questions and interact with faculty and peers (e.g., office hours, discussion board, surveys etc.)

Remove time limit or proactively add additional time for class activities and assessments

Provide learning content that students can interact with and receive in multiple ways (e.g. reading, video, podcast, etc.) on eCentennial

Provide note-taking support by providing guided notes, a summary of lectures, or space where students can share their notes

Provide videos with closed captioning or transcripts and describe images/charts

Use technologies consistently across the Program and provide information on how to use them

Use checklists, rubrics and samples to clearly communicate expectations for class activities and assessments

Provide choice of assessment methods (e.g. quiz, written paper, individual/group presentation, multi-media project) for each assignment

Applying UDL Principles to Our Work

Multiple Means of Engagement: Choices for training, implementation support, and deepening UDL scholarship

| Self-paced Learning Module | Live Workshops | Guides | Tailored Consultation | UDL Advisory Group | Research Projects |

Multiple Means of Representation: UDL information (strategies and examples) in multiple formats

| Text | Video | Audio | Activities |

Multiple Means of Action and Expression: Various ways to demonstrate UDL implementation and share best practices

| CPQR and APR | Studio Submission | Podcasts | Presentations |

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UDL Analysis Pilot

Community Services Department, School of Community and Health Studies

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Questions we began with

- Where are we at as a Community Services Department?

- Are there any differences between full-time and part-time faculty?

- Where and how can we move forward in integrating inclusive teaching practices?
  - What UDL goals should the department focus on?

Who completed the survey?

Total responses:

38 out of 39 faculty members (99%)

- 20 Part-time (PT) faculty
- 18 Full-time (FT) faculty

FT vs. PT

FT, 18

PT, 20

■ FT   ■ PT
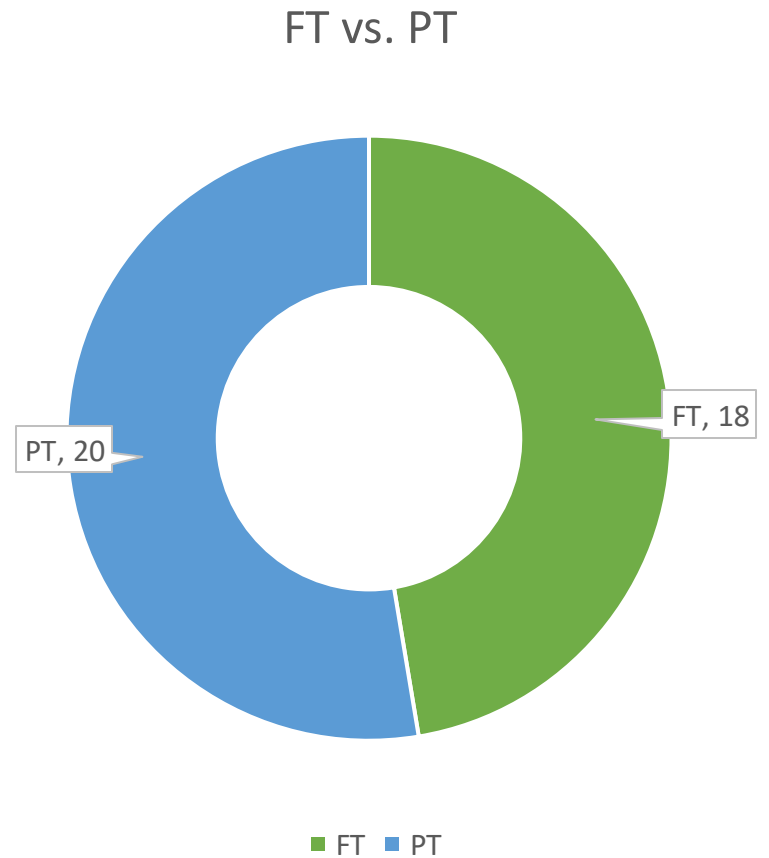
Executive Summary

- Many great examples of UDL in action across the team!
- Especially strong in providing multiple means of engagement
- The biggest opportunity area for growth around providing multiple means of representation
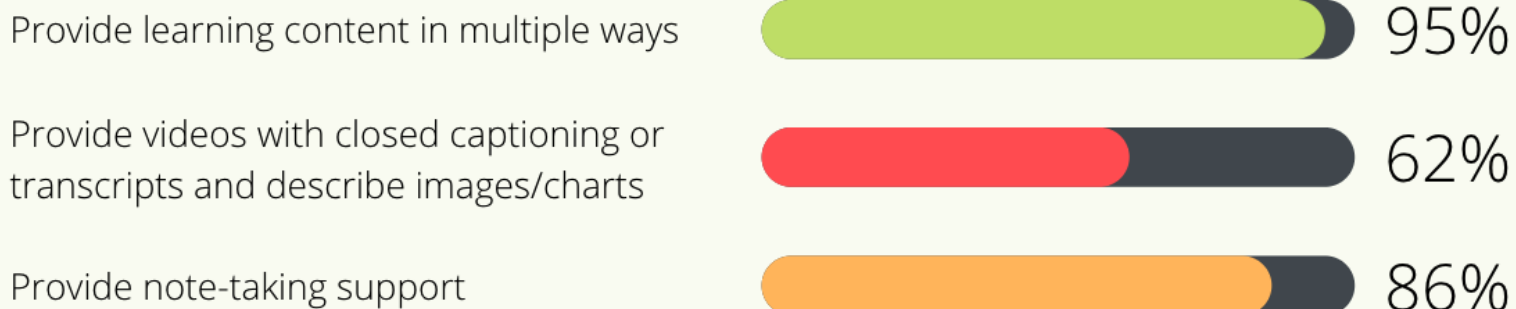
Survey Snapshot

Green: 90 -100% of the team

Orange: 70% - 89%

Red: 69% or below

Engagement

Establish a welcoming learning environment	92%
Share learning outcomes and schedule	100%
Provide opportunities to ask questions and interact with faculty and peers	100%
Remove time limit or proactively add additional time for activities and assessment	100%

Representation

Provide learning content in multiple ways	95%
Provide videos with closed captioning or transcripts and describe images/charts	62%
Provide note-taking support	86%

Action & Expression

Use technologies consistently across the program	100%
Communicate expectations for class activities and assessments	100%
Provide choice of assessment methods	86%

Multiple Means of Engagement

Glow Points

- There are various ways for students to connect, ask questions and interact with faculty and their peers

- Both PT and FT are sharing learning outcomes, and schedule in multiple ways and over time

- Super flexibility with due dates!

"[I] do a welcome ceremony when they first enter class."

"I ask my class how they are feeling with due dates and let them know they can be granted extensions."

"I also include tutorial videos for each assignment linking back to the CLO's and how they can best be demonstrated."

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Multiple Means of Representation

Glow Points

- A variety in learning activities other than lecturing

- Most (75% PT and 78% FT) are providing notes or outlines for each module/lecture supporting students to understand key information

"[To provide learning materials in multiple ways, I use] Tools - HP5 - Check you knowledge section at the end of each week - questions and/or quiz - we talk about them the next week - provide outline for answers - also - encouraged students to keep a journal for professional practice and growth."

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Multiple Means of Action & Expression

Glow Points

- 100% of the department uses the same meeting platform!

- Most of the team is using rubrics to clarify the expectation of an assessment (80% PT and 100% FT)

"[To provide learning materials in multiple ways, I use] Tools - HP5 - Check you knowledge section at the end of each week - questions and/or quiz - we talk about them the next week - provide outline for answers - also - encouraged students to keep a journal for professional practice and growth."

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Multiple Means of Engagement

"[I would like to further explore] using the Course Orientation Module - I am not familiar with it"

Growth Points

- PT faculty to include Course Orientation Modules and introductory video, especially for asynchronous courses
- PT faculty could explore ways to provide additional time for class activities and assessments

Multiple Means of Action & Expression

"[I would like to further explore allowing] other formats for assignments other than written text"

Growth Points

- Consider sharing examples of exemplary assignments
- Explore options to diversify choices of assessment methods

Multiple Means of Representation

"I would like to engage in providing feedback in various formats (e.g. written, video, audio)."

"[I would like to further explore providing] alternate means of explaining the rubrics using video and simple text and When captions/transcripts are not available, I want to provide information in alternate formats"

Growth Points

- Find your "pinch points" to decide for which content to create alternate formats

- Use available data to inform what types of learning content to provide

- Provide videos with closed captioning or transcripts and describe images/charts

- Explore various ways to provide note-taking support

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Updated Survey

- Starting with identifying pinch points
- Ending with identifying a UDL goal based on the pinch point
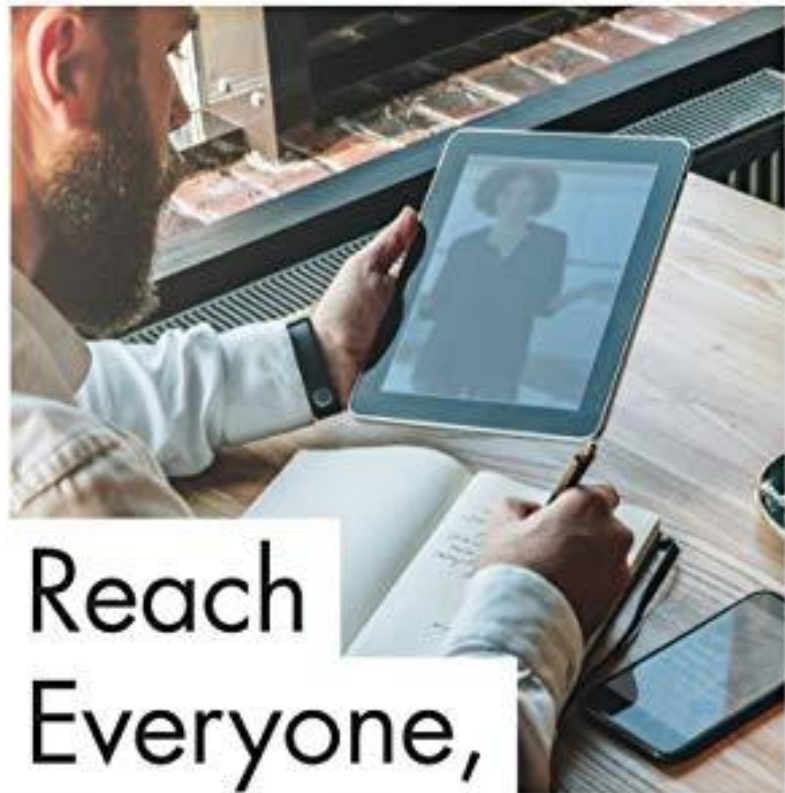
Reach Everyone, Teach Everyone

Universal Design for Learning in Higher Education

Thomas J. Tobin and Kirsten T. Behling

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UDL is so Broad – Where to Focus?

- Identify a *pinch point* in your course. A pinch point is where students:
  - bring up the same questions every time the course is offered
  - get things wrong on quizzes and tests
  - ask for alternate explanations

- Identify elements that are *single-stream*, meaning that there is only one way to get access to the information.
- Where is the place where a **pinch point and single-stream** intersect?

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Request for UDL Proposals for Winter 2022 Work!

- Opportunity to propose a specific UDL project that will be a 'plus-one' improvement in a course, explicitly linked to one of the UDL principles and strategies

- Faculty whose proposals are approved may be asked to present on their UDL work in May/June 2022

- There will be an evaluation component to these projects – we want to evaluate the impact that UDL has on student learning

- 5 projects were approved for Winter 2022

5 Faculty Approved for UDL Projects

- *Focus on Multiple Means of Representation

- Integrating multiple digital options (H5P, video & audio) for learning in a new OER being created to replace a paid textbook

- Videos being created to explain the instructions and expectations of major assignments in the course

- Podcast being created to use a fictitious story to help students understand a difficult theoretical concept

- Videos to clarify expectations of field placement assignments

Leading Your Team to Embrace Change

1. Analyze and determine your benchmarks
2. Open dialogue with your team members – communicate the why and listen to questions & concerns, determine where people are at
3. Identify the enthusiasts and support their work. Create lots of space to allow for unanticipated challenges, mistakes, learning from mistakes, being creative!
4. Learn from the enthusiasts and share learning with the whole team
5. Evaluate results, revise benchmark based on results, and continue dialogue

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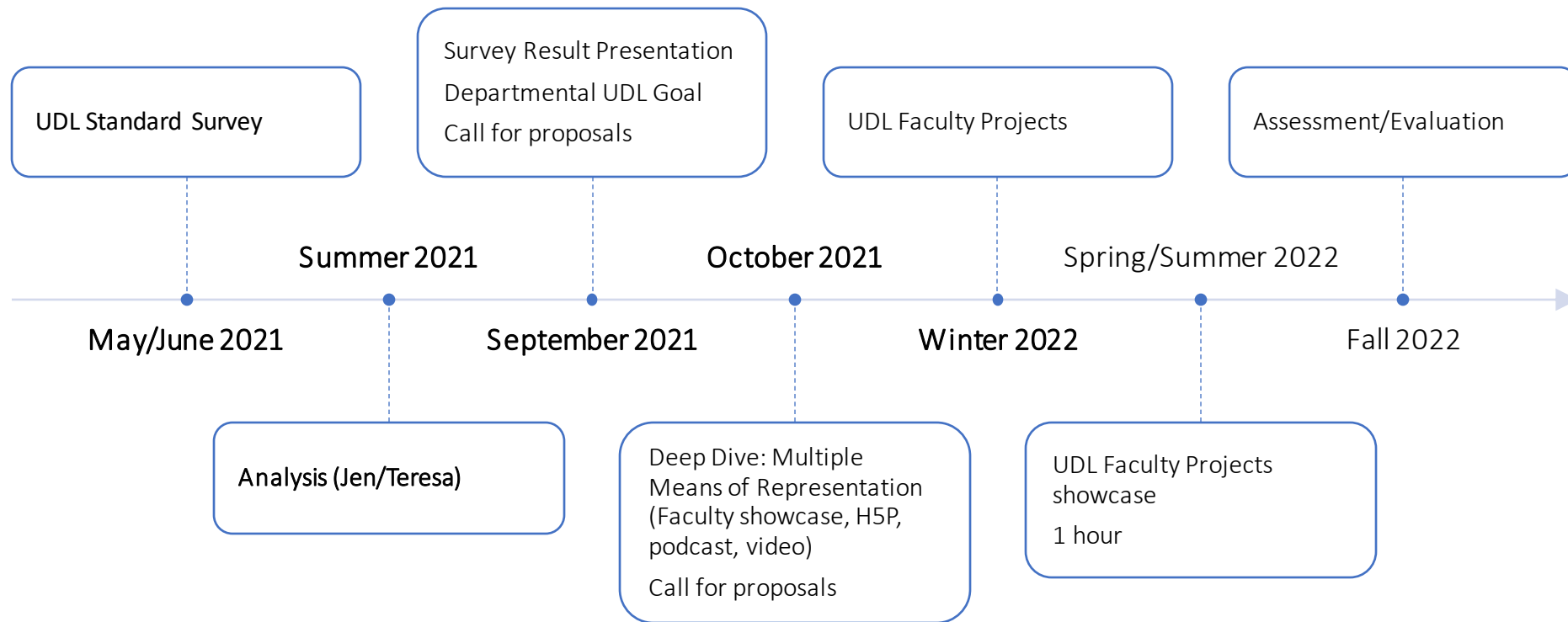
In Conclusion

"...all genuine learning requires of us a constant open approach, a willingness to engage invention and reinvention, so that we might discover those places of radical transparency where knowledge can empower."

– bell hooks, in Teaching Critical Thinking (p. 187)

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