Implicit Design, Explicit Function: Educational Developers on UDL Implementation Strategy Continuum

Anna Limanni, Gabriela Pawlus Kasprzak, Michal Kasprzak, Samantha Chang, University of Toronto

We would like to acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for over 15,000 years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and the Mississaugas of the Credit. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island.

—Revised by the Elders Circle (Council of Aboriginal Initiatives)

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Access Check

We understand access to be a shared responsibility between everyone in this space. We strive to create an accessible space that reduces the need for you to disclose a disability or impairment to gain accommodation. In doing this together, we strive to welcome disability and the changes it brings into our space.

▶ Is there anything about the virtual space that we should address now?

▶ Are there any other access needs that might affect your participation in the session we could also address?

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On the 1–9 goat scale, **how are you today?**
Share your response(s) at www.menti.com

1. content goat
2. anxious goat
3. cool goat
4. defiant goat
5. calm goat
6. doubtful goat
7. smoking goat
8. exhausted goat
9. screaming goat

Photo Credit: @emmaleemakes

Code:
1303 3563

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About Us

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Samantha Chang

Faculty Liaison, Pedagogical Support, Teaching & Learning

Faculty of Arts & Science

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Poll 1: **What is your role?**

1. Educational developer/ Instructional designer
2. Educational technology specialist/IT support
3. Faculty
4. Staff/admin
5. Other

Poll 2: **How has your institution implemented UDL?** (select all that apply)

1. At the course level
2. At the departmental/divisional level
3. In a specific modality (e.g., online)
4. Institution-wide
5. Other

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UDL School Implementation and Certification Criteria (UDL-IRN & CAST)

Implementation Domains & Elements:

▶ School Culture and Environment

▶ Teaching and Learning

▶ Leadership and Management

▶ Professional Learning

Implementation Levels:

▶ Level 1

▶ Level 2

▶ Level 3

▶ Level 4

(UDL-IRN & CAST, The UDL School Implementation & Certification Criteria: Full Criteria, 2021)

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UDL School Implementation and Certification Criteria (UDL-IRN & CAST)

▶ assumes that leadership and management are onboard

▶ assumes that implementation should be (or tends to be) a top-down process

▶ assumes that target audience is onboard

▶ assumes that intentionality and functionality can and should always be explicit

▶ assumes that UDL implementation progresses linearly across levels

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Implementation Strategies...

How we envision implementation

How implementation can be perceived

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Photos by Karolina Kołodziejczak on Unsplash

Which trees are blocking your implementation pathway? Share your responses in the chat **[2 mins]**

▶ academic/faculty buy-in

▶ funding for cohort instruction

▶ scaffolding supports

▶ instructor resistance & the perception that UDL is more work

▶ time to incorporate UDL

▶ not yet an institutional priority

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Implicit Design
Implicit Function

1

Implicit Design
Explicit Function

2

Explicit Design
Implicit Function

3

Explicit Design
Explicit Function

4

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Implicit Design
Implicit Function

Implicit Design
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Explicit Design
Explicit Function

1
2
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4

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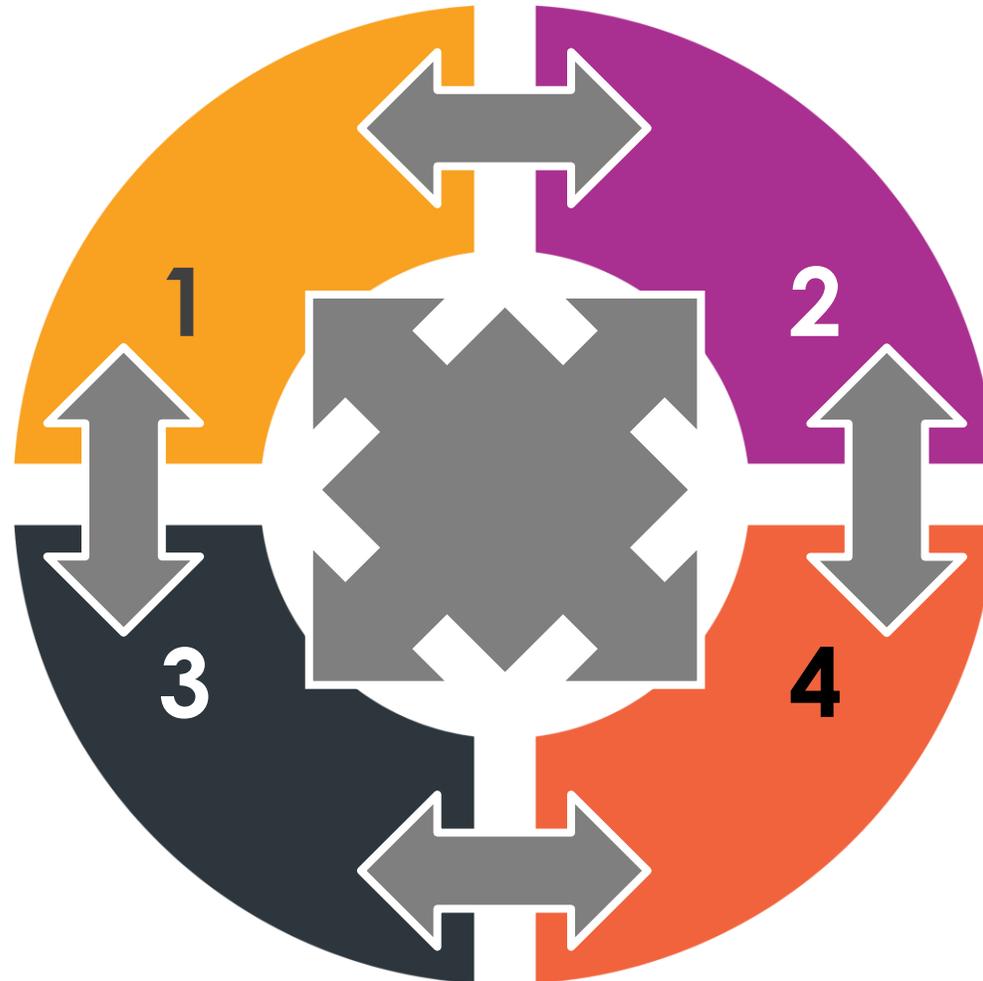
The Continuum Across 4 Case Studies

Example	Would this work in my context?	What modifications could I make to adapt this to my context?	Notes / Comments
Case Study 1 Intersecting LMS & UDL: Onboarding Faculty to the New Institutional LMS			
Case Study 2 UDL and Asynchronous OER Learning: Developing Your Teaching Dossier Series			
Case Study 3 UDL in Mandatory Teaching Job Training: Pedagogical Training			
Case Study 4 UDL Online Course Template: UDL Implementation in Continuing Education			

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▶ We invite you to complete the table as we present

Case Study 1

Intersecting LMS & UDL: Onboarding Faulty to the New Institutional LMS

Explicit Design, Explicit Function

Context: Intersecting LMS & UDL

Emphasize

small, manageable changes that can have a big impact

Engage

conversations about practices that make learning more accessible and inclusive

Equip

support, resources, and referrals

Implicit Design
Implicit Function

1

Implicit Design
Explicit Function

2

Explicit Design
Implicit Function

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4

Explicit Design
Explicit Function
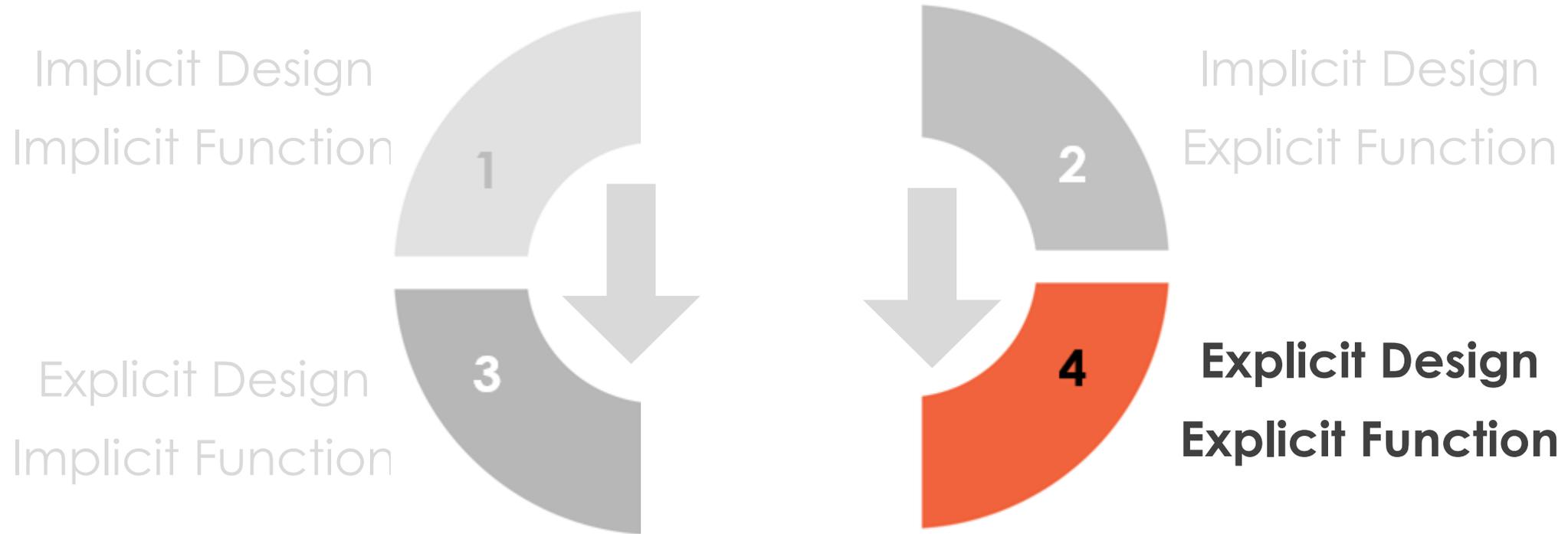
LMS Course

TEACHING WITH QUERCUS:
UDL + QUERCUS

Photo by Joshua Eckstein ↗ on Unsplash ↗

UDL + Quercus Lunchtime Webinars

Want to design learning that engages all your students? Interested in using Quercus to overcome barriers to in your course? Want to re-develop resources, activities, and assessments? This series of four webinars uses Universal Design for Learning Principles in combination with evidence-informed practices and specific Quercus features to help you create accessible and inclusive learning experience for your students. Join us for a hands-on exploration of practices and design principles that promote learning for all students.

Join us for one or all four webinars!

Getting Started

Before diving into the webinar content:

- view our "Course Tour" video to learn how to find your way around this course , and
- complete our self-paced "Introduction to UDL" module to become familiar with UDL principles, guidelines, and checkpoints.

Course Tour Video ↗   Introduction to UDL

4 webinars

▶ Structure and navigation

▶ Assessment and feedback

▶ Engagement and community-building

▶ Accessible learning

## Self-study module

	Introduction to UDL	
	1.1 Welcome to the Introduction to UDL Online Module!	✓
	1.2 Importance of Diversity in our Classrooms	✓
	1.3 Three questions	✓
	1.4 The UDL Principles and Guidelines.	✓
	1.5 Exploring UDL Strategies 6 pts	✓
	1.6 End of module	✓

5 strategies per topic

5 STRATEGIES

use rubrics to set expectations and provide feedback

personalize feedback with annotations and audio/video

use multiple and varied assessments

preprogram feedback for auto-graded quizzes

facilitate peer feedback

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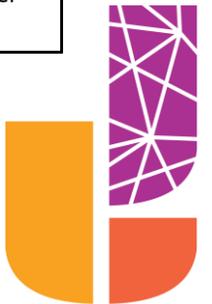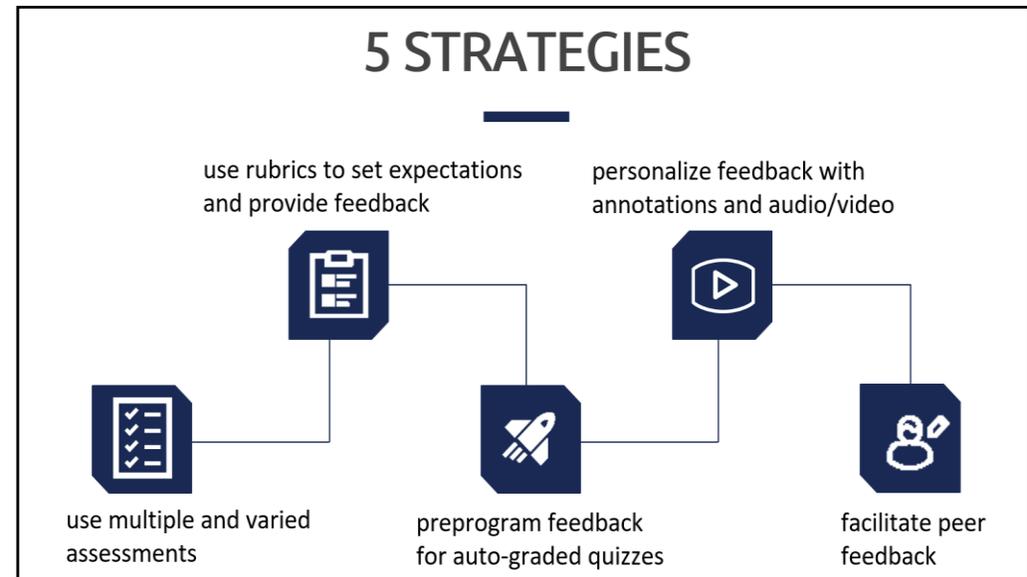
1. webinar structure/timing

   ▶ first iteration of webinars included introduction to UDL in all sessions

   ▶ received feedback that this was taking too much time

   ▶ created self-study module for next iterations

2. web conferencing platform limitations

   ▶ the platform we were originally using did not support captions, so we could not model that strategy within the session

   ▶ resolved when a new platform was adopted institutionally

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Refer to the ["Application Ideas" document table](#) to record your reflections.

▶ Would this work in my context?

▶ What modifications could I make to adapt this to my context?

▶ Notes / Comments

Case Study 2

UDL and Asynchronous OER Learning: Developing Your Teaching Dossier Series

From Implicit to Explicit Design and Function

- Partnership between five institutions: Toronto, Toronto Metropolitan, Waterloo, Western, Windsor

- Funded by the Government of Ontario and through eCampusOntario's support of the Virtual Learning Strategy

- Four 60-minute customizable self-paced asynchronous open-access modules

- Collaborative, learner-driven, and digital by design
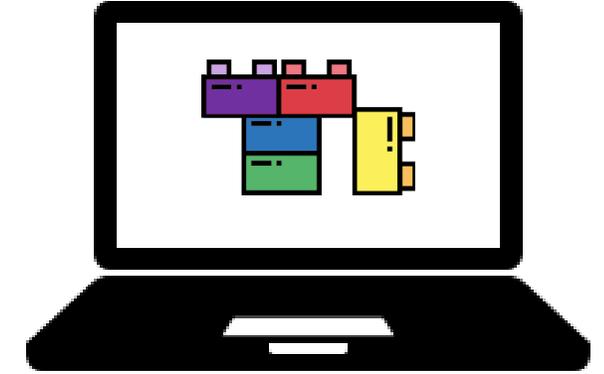
OER Series Website

- eCampusOntario principles
- Backward design process
- Universal Design for Learning (UDL) framework
- Equity, diversity, inclusion (EDI) practices
- Community of Inquiry model
- Merrill's Principles of Instruction
- The 5R's of OERs
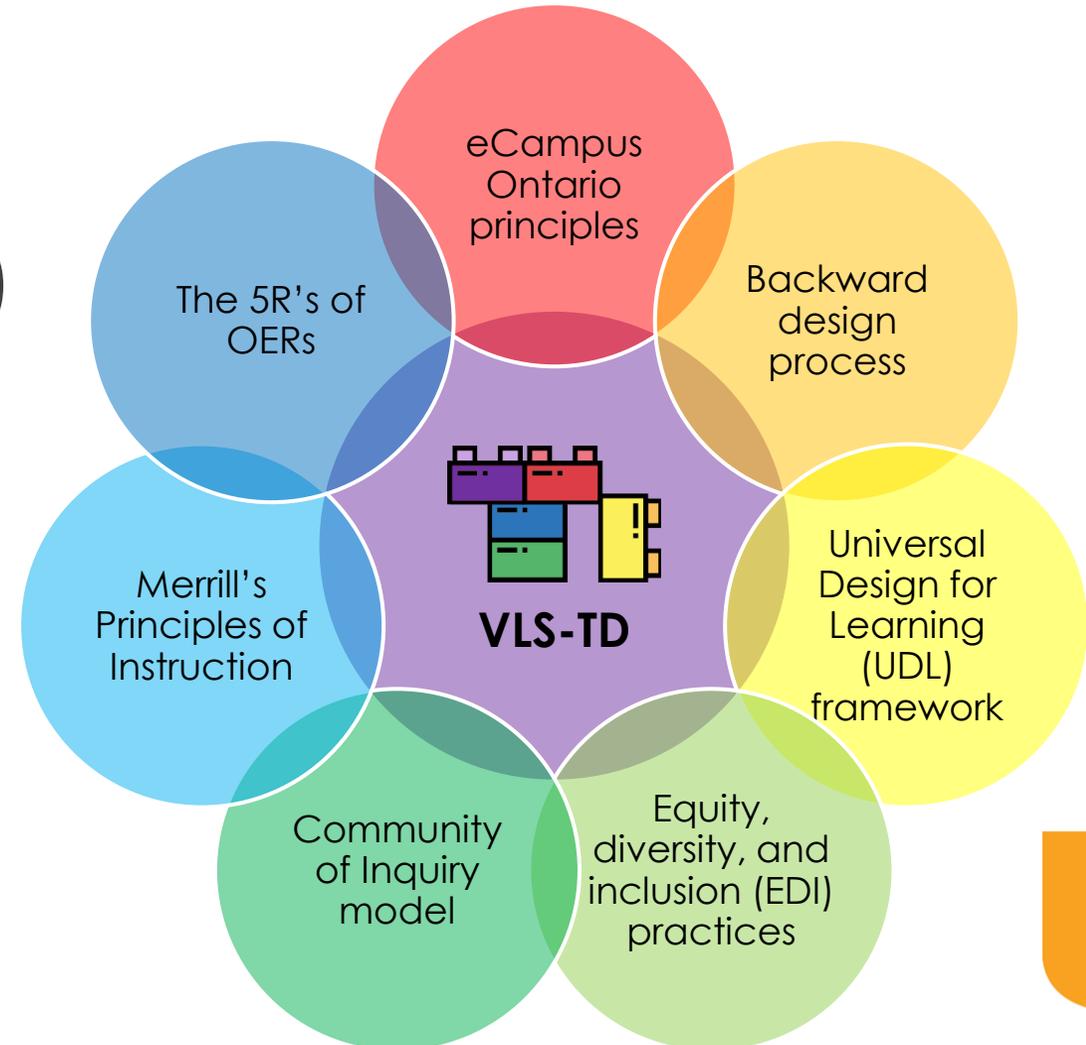
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January 31
- Project Completed

February 1
- Submission Guide Released

Examples of Added Language:
- Recognition of diverse pathways
- Various modes of content presentation
- Multiple forms of reflection and expression
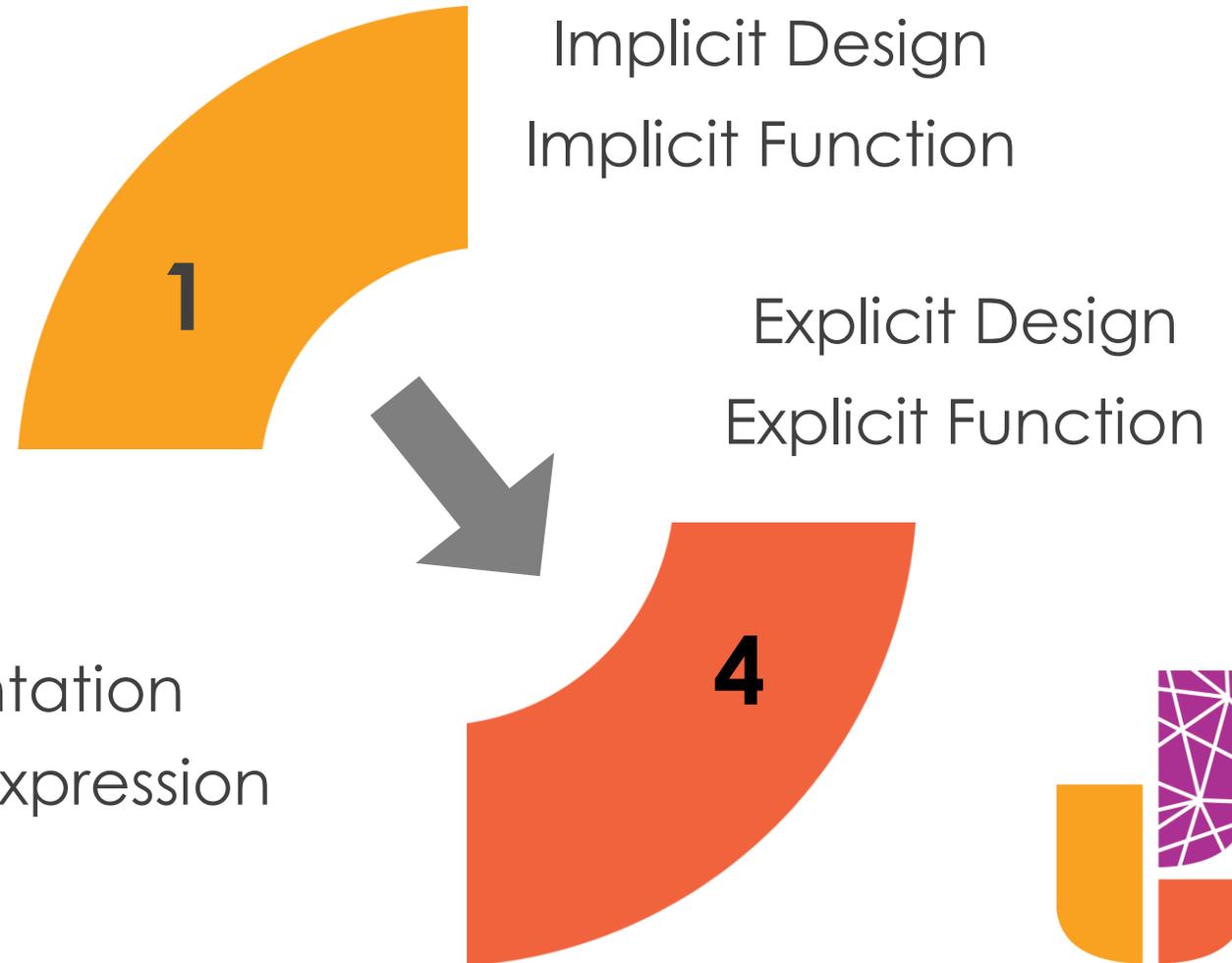
1

Implicit Design

Implicit Function

Explicit Design

Explicit Function

4

Refer to the ["Application Ideas" document table](#) to record your reflections.

▶ Would this work in my context?

▶ What modifications could I make to adapt this to my context?

▶ Notes / Comments

Case Study 3

UDL in Mandatory Teaching Job Training: Pedagogical Training

From Implicit to Explicit Design

Training Content:

▶ Effective pedagogies (e.g., active learning)

▶ Teaching categories (discussions, labs, etc.)

▶ Communication

▶ Student Supports

▶ EDIA considerations for teaching

▶ Professionalization

Training Delivery Forms:

▶ Multiple modalities of delivery (in-person, asynchronous, synchronous)

▶ Multiple access points (TA Week, departmental sessions, centralized sessions, etc.)

▶ Multiple types of sessions (1-hour, 2-hour, 4-hour)

TATP

TATP Job Training Website

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11 asynchronous 1-hour modules

Synchronous or in-person sessions (general and specialized)

Implicit Design
Implicit Function

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Explicit Design
Explicit Function

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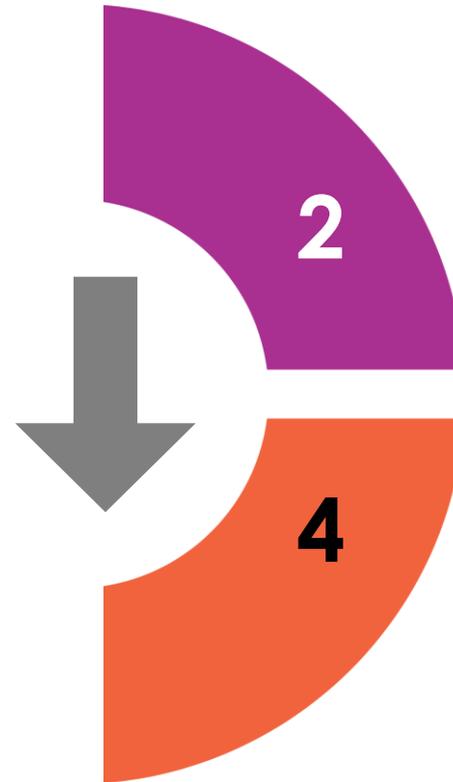
▶ Buy-in from participants

▶ Making implicit design and function more explicit

▶ Training the trainer (in a peer-based model)

▶ Having enough space to promote UDL intersections

Refer to the "Application Ideas" document table to record your reflections.

▶ Would this work in my context?

▶ What modifications could I make to adapt this to my context?

▶ Notes / Comments

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Case Study 4

UDL Online Course Template: UDL Implementation in Continuing Education

From Implicit to Explicit Function

- **Curriculum** delivered only **online**

- **Instructors** come from various **professional fields &** have **limited teaching** experience

- **Learner** feedback identified **access** and **navigation challenges**

- **Administrative Staff** and **Instructors** noted **high workload** related to learner queries

▶ Design and Develop
a **standardized course template**

▶ Create a tool that implicitly (in its design and function) demonstrates UDL

    ▶ Learner usability

    ▶ Instructor adoption & implementation

▶ Consistent policy and learning framework

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- Instructor **resistance** in adopting template

- **Implementation** or Rollout

- Additional **Supports** (e.g., drop-in sessions, guide)

- **Limitations of design** related to branding (e.g., colours, font, etc.)

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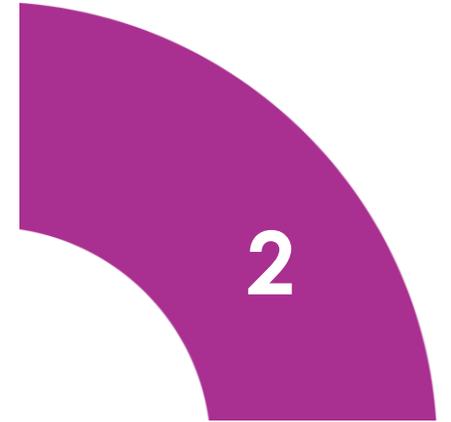
Implicit Design

Explicit Function

▶ **Leadership** Response:

   ▶ Recognize UDL's impact on **improving accessibility** and **EDI**

▶ **Administrator** Response:

   ▶ **Reduced** administrator **workload**

▶ **Instructor** Response:

   ▶ **Reducing** Instructor **workload**

   ▶ Opportunity to **review/update Course** Content and Delivery Structure

▶ **Learner** Response:

"I really liked the new set up this year. It made finding where we were in the course and specific areas of the course much easier. **Please switch to this method with all the courses**." [Emphasis mine.]

Refer to the ["Application Ideas" document table](#) to record your reflections.

▶ Would this work in my context?

▶ What modifications could I make to adapt this to my context?

▶ Notes / Comments

- **Room 1**: Case Study 1 with Anna on Intersecting LMS & UDL

- **Room 2**: Case Study 2 with Sam on UDL and Asynchronous OER Learning

- **Room 3**: Case Study 3 with Mike on UDL in Mandatory Teaching Job Training

- **Room 4**: Case Study 4 with Gabriela on UDL Online Course Template

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Good luck!

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