OLC Accelerate

Flexible Doesn’t Have to Mean Wishy-Washy: Incorporating UDL Principles While Maintaining Rigor

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Instructional Designer, University of St. Thomas
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded
Must submit evals using the OLC Conferences mobile app or website
Acknowledgement

- We are on the ancestral land of the Seminole People.

https://native-land.ca/
Learning Outcomes

Learners should be able to...

- Identify when and how to implement Multiple Means of Action and Expression (MMAE) into a class, lesson, or activity.
- Explain methods of implementing MMAE while maintaining integrity of assessments.
- Modify a lesson using the MMAE guidelines.
Intro to UDL

Why Universal Design for Learning?
First, a poll.

What type of activity did you typically do at the end of a course or a semester as an undergraduate?

- Write a paper
- Take a test
- Complete a project
- Something Else
Now, another poll.

What type of activity did you *prefer* to do at the end of a course or a semester as an undergraduate?

- Write a paper
- Take a test
- Complete a project
- Something Else
What did you notice?
Equality vs. Equity

Equality

Equity

Removal of Barrier

Image Source: The Inclusion Solution
Multiple Means of Action and Expression

• Learners differ in how they prefer (and are physically or mentally able) to show what they know.
• MMAE not only includes assignments, but how students get there.
• One size does not fit all!
Outline for MMAE

• What do MMAE principles look like in practice?
• How do we assess fairly when students aren’t completing assignments in the same way?
• How do we discern when it’s appropriate to implement MMAE principles?
• Activity
Use of Multiple Media

• Unless specific methods are essential for the learning outcome, give students options for expression.
• Technology has increased the number of options available!
• Give a list of options, or leave open-ended
Importance of Outcomes

• Measurable learning outcomes!
• Understand the causes of WWI.
• Write a paper about the causes of WWI.
• Explain the causes of WWI.
• (link.stthomas.edu/inspirator)
Assessing MMAE

• Can use rubrics to articulate expectations
• Strict on goals, loose on means
Example Assignment

1. Keeping in mind the tips offered in the videos and readings from this week, give two or three recommendations to Dr. Hernandez about how she can **edit the design (things planned ahead of time) of her online courses** so they feel more authentic to her personality.

2. Keeping in mind the tips offered in the videos and readings from this week, give two or three recommendations to Dr. Hernandez about how she can **change the way she facilitates (things she does as the course goes along)** her online courses so they feel more authentic to her personality.

Follow these guidelines to be successful on this discussion.

- You have given Dr. Hernandez two or three recommendations about the design of her online courses and two or three recommendations about the facilitation of her online courses.
- You have posted your response to the prompt above (due Thursday).
- You have responded to at least two of your peers (due Sunday).
- **Note:** You can post your response in whatever format you like. You can choose text, audio/video recording, or any other method that addresses the prompts completely.
# Example Rubric

<table>
<thead>
<tr>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or more design recommendations are shared and contain a high level of detail about what the change looks like.</td>
<td>One design recommendation is shared and contains a high level of detail about what the change looks like.</td>
<td>One or more design recommendations are shared, but they do not contain a high level of detail.</td>
<td>No design recommendation is shared.</td>
</tr>
<tr>
<td>Two or more facilitation recommendations are shared and contain a high level of detail about what the change looks like.</td>
<td>One facilitation recommendation is shared and contains a high level of detail about what the change looks like.</td>
<td>One or more facilitation recommendations are shared, but they do not contain a high level of detail.</td>
<td>No design recommendation is shared.</td>
</tr>
<tr>
<td>A thought-provoking comment was shared that furthers discussion in a meaningful way.</td>
<td>A comment was shared, but is an opinion and/or doesn't show evidence of deep, critical thought.</td>
<td>A comment was shared but it does not further the discussion in any way.</td>
<td>No comment was shared.</td>
</tr>
</tbody>
</table>
Example Math Problem

Problem example 1:
It’s October time and Farmer Frank is getting ready for his annual pumpkin sale. To attract attention, he is going to arrange his pumpkins in a triangular display. He put one pumpkin in the first row, 3 pumpkins in the second row, 5 pumpkins in the third row, and so on for 20 rows. How many total pumpkins does he need?
Examples: Multiple Media for Communication

SOLUTIONS
After interpreting the problem (following the steps in “A System for Problem Solving”), most students would know that it is a problem of finding the answer for this sum: “1+3+5+7+…+39”. However, different level of problem solvers would have different approach in solving this problem.

Beginner’s method: Simply adding: $1+3+5+7+…+39 = 400$

Intermediate’s method:
There are total of 10 pairs (20 numbers ÷ 2) of 40.
Thus, the result is $40 \times 10 = 400$.

Advance’s method: Using the “sum of odds = $n^2$” formula

$$\sum 1+3+5+…+39 = 20^2 = 400$$
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</thead>
<tbody>
<tr>
<td>All work is shown.</td>
<td>Most (about two-thirds) of work is shown.</td>
<td>Some (about one-third) of work is shown.</td>
<td>No work is shown.</td>
</tr>
<tr>
<td>All computations were completed correctly.</td>
<td>Most (about two-thirds) of computations were completed correctly.</td>
<td>Some (about one-third) of computations were completed correctly.</td>
<td>No computations were completed correctly.</td>
</tr>
<tr>
<td>The correct answer of 400 is reached.</td>
<td>An incorrect answer is reached, but it follows from previous errors.</td>
<td>An incorrect answer is reached, and it does not follow from previous errors.</td>
<td>No answer is stated.</td>
</tr>
</tbody>
</table>
Options for Expression

• Recording videos
  – iMovie, Camtasia, Screencast-o-matic
• Recording audio
  – Audacity
• Animated videos
  – Powtoons
• Slideshows/Presentations
  – Prezi, PowerPoint, Pecha Kucha
• Infographics or posters
  – Canva, Snapchat
Online vs Face to Face

• Online, give students choices in how they submit
• Face-to-face might look different and depend on class time availability
• Opportunities to be creative!
Discussion

• Consider the activities and/or assignments you do in your classes and come up with one or more that you think would work well with MMAE.
Is it always appropriate?

- Doesn’t work for every situation
- Look with a critical eye
- Dare to move away from the familiar!
Use of Multiple Tools

• If the method can’t be changed, consider allowing options for tools

• Allow learners freedom to match their abilities to tasks.
Examples of Tools

Better Writing, Better Grades

Grammarly makes sure everything you type is clear, effective, and mistake-free.

Set up Speech Recognition

Welcome to Speech Recognition

Speech Recognition allows you to control your computer by voice.
More Examples of Tools

- Calculators, graph paper, mathematical notation software, etc.
- Concept maps/outlining tools
- Both virtual and concrete manipulatives
Questions? Concerns? Challenges?
Activity Options

• Sampling Methods
• History
• Literature
• Psychology
Wrapping Up

• What has been your biggest takeaway from this activity?
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