



# Impact | UDL

Jan. 28-30, 2016 Edmonton, Alberta  
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## Impact UDL

January 28-30, 2016

Showcasing Universal Design for Learning (UDL) & Accessibility in Online and Blended Learning

Have an Impact on Your Campus!



**Message from the Honourable Lori Sigurdson,  
Minister of Advanced Education**



On behalf of Premier Notley and the Government of Alberta, I am pleased to welcome you to the 2016 Impact Universal Design for Learning Conference hosted by Athabasca University.

Flexible online learning opportunities are important to meet the diverse learning needs of Alberta students. Access to online programming makes a tremendous difference for many students by providing the ability for them to learn at their own pace and from wherever they live.

Our government is committed to working with Alberta's post-secondary education community to support accessible and affordable advanced learning opportunities to ensure learners have the skills, knowledge, and abilities needed to grow and succeed.

I thank Athabasca University for organizing this conference to promote greater engagement, collaboration, and knowledge-sharing among our province's post-secondary education partners and stakeholders. Best wishes for a successful event.

Lori Sigurdson

Minister of Advanced Education

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Thank you to our sponsors and supporters. Without your gracious support of dollars and products, Impact UDL would not have been possible. Everyone benefits from a community of partnerships.

### Volunteers

Thank you to our valued volunteers and the Impact UDL organizing committee, who work tirelessly to ensure everything runs without a hitch. When you see a volunteer, please help us by saying "thank you!"

## Why are UDL & Accessibility important?

The profile of students entering post-secondary institutions is changing and diversity among the student population is now a fact. Post-secondary education is challenged to recognize a wide range of student variability, including age, life experiences, academic preparation, cultural background, languages, learning preference, location, abilities, and disabilities. Post-secondary institutions need to be prepared to meet the diverse learning needs of students and to promote their success.

Athabasca University is hosting a conference that will empower a range of stakeholders in the application of Universal Design for Learning (UDL) and Accessibility principles in post-secondary education (PSE).

Attendees will gain cutting edge knowledge via informative presentations and practical workshops. They can create networks with others who research, promote, and implement UDL and web accessibility in online or blended learning environments in post-secondary education.

The four identified conference streams include practical workshops, cutting edge techniques, and very informative presentations. Our goal is to ensure everyone learns something and takes away usable information that will improve the success of all learners.

- Teaching and Using UDL in Online or Blended Learning: provides a practical foundation in UDL principles, pedagogical impacts, assessment, evaluation using LMS analytics, course design and delivery.
- AT/ICT: explores Assistive Technology (AT) and Information and Communication Technology (ICT) trends and accessibility issues that impact students, document digitization, and IT infrastructure.
- Tech Talk: dives into industry guidelines and techniques to create and evaluate accessibility of web properties, mobile platforms, plus LMS and ICT projects that include development, design, and coding.
- Leadership: focuses on implementation and institutional changes such as infrastructure, staff engagement, accessibility vs. accommodation approaches, and the policies and legislation that guide accessibility in Canada.

The aim of this conference is to:

- Identify issues related to access to online and blended education

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- Provide the scaffolding and skills on which to build and implement institutional practices around UDL, develop infrastructure to support UDL and accessibility and processes that support UDL approaches
- Showcase current initiatives, innovations and techniques used in the UDL and accessibility fields, as well as identify avenues for future development, ongoing implementation and evaluation
- Facilitate the creation of networks and allow for sharing of practices and resources

On behalf of the organizing committee we are so very glad that you joined us for Impact UDL. We could not be happier with the range of presenters and participants.

We hope you have the best learning and sharing experience ever, filled with fun and comradery.

Impact UDL Committee Members:

Carrie Anton, Co-Chair (AU)

Sandra Law, Co-Chair (AU)

Kelly Baldock, Conference Manager

Erna Dominey (AU)

Colin Elliott (AU)

Djenana Jalovcic

Wendy Marusin (NAIT)

Bill McMullen (NAIT)

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## What is UDL?

Universal design for learning, or UDL, is an evidence- and practice-based framework designed to help educators develop flexible learning environments that are sensitive to the unique ways in which individual students process information, demonstrate their knowledge, and engage with content and ideas. The UDL approach aims to create learning experiences from the ground up that are flexible and open, rather than retrofitting inaccessible environments or providing ad hoc accommodations.

There are three key principles of UDL with nine guiding practices. Accessibility related considerations are part and parcel of designing for the maximum benefit of all learners.

### I. Provide multiple means of representation

1. Provide options for perception
  - Options that customize the display of information
  - Options that provide alternatives for auditory information
  - Options that provide alternatives for visual information
2. Provide options for language and symbols
  - Options that define vocabulary and symbols
  - Options that clarify syntax and structure
  - Options for decoding text or mathematical notation
  - Options that promote cross-linguistic understanding
  - Options that illustrate key concepts non-linguistically
3. Provide options for comprehension
  - Options that provide or activate background knowledge (review)
  - Options that highlight critical features, big ideas, and relationships (concepts map, flowchart)
  - Options that guide information processing
  - Options that support memory and transfer

### II. Provide multiple means of action and expression

4. Provide options for physical action
  - Options in the mode of physical response
  - Options in the means of navigation
  - Options for accessing tools and assistive technologies
5. Provide options for expressive skills and fluency
  - Options in the media for communication
  - Options in the tools for composition and problem solving
  - Options in the scaffolds for practice and performance
6. Provide options for executive functions
  - Options that guide effective goal-setting



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- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

## III. Provide multiple means of engagement

7. Provide options for recruiting interest
  - Options that increase individual choice and autonomy
  - Options that enhance relevance, value, and authenticity
  - Options that reduce threats and distractions
8. Provide options for recruiting interest
  - Options that heighten salience of goals and objectives
  - Options that vary levels of challenge and support
  - Options that foster collaboration and communication
  - Options that increase mastery-oriented feedback
9. Provide options for self-regulation
  - Options that guide personal goal-setting and expectations
  - Options that scaffold coping skills and strategies
  - Options that develop self-assessment and reflection

For more information about UDL Principles, implementation and Examples visit the CAST site: <http://www.cast.org/>

## About Web Accessibility

Web accessibility refers to how easily people with disabilities can navigate and interact with websites. Disabilities may be physical (such as blindness, low vision, deafness, or fine motor skills difficulty), or cognitive (such as dyslexia or attention deficit disorder). People with disabilities often use assistive technologies to help them navigate the web.

An assistive technology is any device that helps a person with a disability. Common web assistive technologies include modified mice and keyboards, screen readers and screen magnifiers.

Web accessibility occurs when websites support web accessibility standards, are compatible with assistive technologies, and are easy for people to navigate and understand. (D2L Resource Center)

Accessibility ensures availability and functionality so all users can perceive and interact with a space, information, system, or technology.

Other resources about web accessibility, techniques, and industry research:

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- [World Wide Web Consortium Web Accessibility Initiative \(WCAG 2.0 Guidelines\)](#)
- [Web Accessibility In Mind](#) (tutorials, research, best practice)
- [EASI - Equal Access to Software and Information](#) presentations by leaders

## Conference Venue, Lodging and Attractions

The [Chateau Louis Conference Centre](#) is detached from the [Chateau Louis hotel](#) building, but joined by an outdoor walkway. The hotel has French renaissance décor, comfortable rooms, free Wi-Fi, The Royal Coach Dining room, Julian's Piano Bar and a downstairs lounge give you plenty of options for eating and mixing with friends. The Royal Coach Dining Room boasts themed dinner buffets and one of the best Sunday brunch buffets in the city.

Chateau Louis Conference Centre, 11727 Kingsway NW, Edmonton AB

Phone: 780-452-7770

Toll Free Reservations: 1-800-661-9843

There are many things to do in Edmonton. This link has a few suggestions

<http://udl.athabascau.ca/venue/do.php>.

**IF a health emergency arises:** The Royal Alexandra Hospital is on Kingsway Avenue, 2 km away from the venue.

### Airport Transportation

Chateau Louis is on Kingsway Avenue, which is a main artery of Edmonton. The International Airport is in Leduc County, which is approximate 45 minute drive. Taxis are always waiting at approximately \$60 one way). Uber is also in Edmonton if you are a subscriber. Car rental agencies are also on site at the airport.

The airport Sky Shuttle is a ride sharing van that has multiple pick up/drop off points but is significantly less expensive (\$18 one way, \$30 return), for slightly over an hour ride and tour of the city <http://edmontonskyshuttle.com/rates/>

## Registration

Registration will be open January 28, at 6 pm as well as January 29 at 7:30 am - 8:30 am. You can pick up your conference bag, nametag, and a print copy of the final schedule.

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## Accessibility

A conference centre orientation tour will take place Friday, January 29 at 7:30 am. The tour meeting place is the registration table as you enter the conference facility on the main floor.

Session captioning will be provided via web conferencing using Adobe Connect. Please bring your own device with the "Connect" app installed in order to view captions via WIFI connection.

The following Adobe Connect meeting URLs refer to the room that the session is in

- Main Ball Room: Meeting UDL 1  
<https://athabascau.adobeconnect.com/udl1/>
- Executive Room: Meeting UDL 2  
<https://athabascau.adobeconnect.com/udl2/>
- Leland Room: Meeting UDL 3  
<https://athabascau.adobeconnect.com/udl3/>
- Virtual Presentation T6 on Friday, Jan 29, 2:30pm, "Moodle: Aiming for Accessible Design" will be held in this Blackboard Collaborate meeting URL: <https://apollodemo01.bbcollab.com/collab/ui/session/guest/FD5967BE5826337679A13EC88CD0A4DD> It is recommended that you use Chrome as your browser and arrive 10-15 minutes prior to configure your experience in the new meeting space. Captions will be provided for this session in Blackboard. Then we will return to Adobe Connect.

A USB charging station will be in the Access Challenge Lab if need to charge your device.

## Featured Social Events

### Welcome Wine & Cheese Reception & Registration

Thursday, January 28, 2016 - 6:00 pm

[Wine & Cheese Welcome Reception](#) – Our program starts at 7:15 pm with filmmaker Sheila Nykwist of "Dare to Dream." Then we are excited to have a Canadian sport hero as motivating keynote speaker. Viviane Forest is someone who has risen to every challenge and admits, "Failure is Not an Option."

Unwind with colleagues after your journey to Edmonton and prepare for a full, fantastic conference of learning, discussion and connection. Consider:

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- One in five Albertan lives is affected by a disability.
- If you find someone uses broken English, it means they know another language first.
- Does online & digital mean accessible?
- How do you benefit from universal design?
- What are the variable elements in your classroom?

The presenters at the reception will be streamed in Adobe Connect as well as captioned in the web meeting: UDL 1 <https://athabascau.adobeconnect.com/udl1/>

You can also visit the Vendor Fair and Access Challenge Lab throughout the evening.

### Vendor / Poster Fair

A Vendor / Poster Fair, in the windowed solarium of the main meeting room, is open the entire conference. It will offer you the opportunity to talk to product vendors, research projects and community leaders.

### Access Challenge Lab

Participate in the "Access Challenge Lab," a hands-on, high/low- and no-tech exhibit to gain valuable experiential insights into educational tasks through a simulation lens of function or perception. Test your content for accessibility. Virtual Reality simulations will also be on site to bend our minds. The Access Challenge Lab will be available during the entire conference.

### Virtual Session Stream

We are using Adobe Connect for most of our Virtual Session Stream except for T6 which is using Blackboard Collaborate. The Virtual Session Stream is indicated in the Program Schedule at a Glance with "VSS" in the session's title. However, all sessions are active in the Adobe Connect meeting space for your enjoyment and captioning services for onsite attendees. The "VSS" sessions will have moderators which will maximize both onsite and virtual participation. Sessions without "VSS" indicators may not be moderated due to limited volunteers. We endeavor to record all sessions in order to share recordings with conference registrants at a later date.

Here are the meeting links:

Main Ballroom: Meeting UDL 1 <https://athabascau.adobeconnect.com/udl1/>

Executive Room: Meeting UDL 2 <https://athabascau.adobeconnect.com/udl2/>

Leland Room: Meeting UDL 3 <https://athabascau.adobeconnect.com/udl3/>

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Virtual Presentation T6 on Friday, Jan 29, 2:30pm, "Moodle: Aiming for Accessible Design" will be held in this Blackboard Collaborate meeting URL: <https://apollodemo01.bbcollab.com/collab/ui/session/guest/FD5967BE5826337679A13EC88CD0A4DD>. It is recommended that you use Chrome as your browser and arrive 10-15 minutes prior to configure your experience in the new meeting space. Captions will be provided for this session in Blackboard. Then we will return to Adobe Connect.

## Program Schedule at a Glance

Session Legend:

U = Teaching & Using Universal Design	L = Leadership	A = Assistive Tech & ICTs	T = Tech Talk
VSS = Virtual Session Stream			

MAIN BALLROOM	EXECUTIVE ROOM	LELAND ROOM
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### THURSDAY, JANUARY 28, 2016

<p>6:00 pm – 10:00 pm</p> <p>7:15 pm – 8:30 pm</p>	<p>Welcome Wine &amp; Cheese Reception (VSS) KEYNOTE Canadian Sport Hero <b>Viviane Forest</b>: "Failure is Not an Option" Access Challenge Lab Vendor / Poster Fair</p>
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### FRIDAY, JANUARY 29, 2016

<p>8:00 am – 4:30 pm</p> <p>7:30 am – 8:15 am</p> <p>8:30 am - 9:30 am</p>	<p>Access Challenge Lab Vendor / Poster Fair</p> <p>Breakfast</p>		
<p>9:45 am- 10:45 am</p>	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; vertical-align: top;"> <p>U1 (VSS) KEYNOTE: The Call for Approaches that Accommodate Diverse Learners (Sam Catherine Johnston) VSS</p> </td> <td style="background-color: #fff2cc; vertical-align: top;"> <p>U2 Workshop - Blending Universal Design, E-Learning and ICTs in Higher Education (Roberta Thomson &amp; Alice Havel)</p> </td> </tr> </table>	<p>U1 (VSS) KEYNOTE: The Call for Approaches that Accommodate Diverse Learners (Sam Catherine Johnston) VSS</p>	<p>U2 Workshop - Blending Universal Design, E-Learning and ICTs in Higher Education (Roberta Thomson &amp; Alice Havel)</p>
<p>U1 (VSS) KEYNOTE: The Call for Approaches that Accommodate Diverse Learners (Sam Catherine Johnston) VSS</p>	<p>U2 Workshop - Blending Universal Design, E-Learning and ICTs in Higher Education (Roberta Thomson &amp; Alice Havel)</p>		

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	MAIN BALLROOM	EXECUTIVE ROOM	LELAND ROOM
<b>11:00 am - 11:30 am (30 minutes)</b>	U3 (VSS) Developing Online Teaching Expertise to Implement UDL Principles in Higher Education (Noha Altowairiki)	L2 Virtual Presentation - Charting the Course: Applying Universal Design to Disability Services (Debbie O'Halloran)	A7 New Universal Design Approaches and Technologies for Web Accessibility (Steve Barclay)
<b>11:40am - 12:10 pm (30 minutes)</b>	U4 (VSS) UDL in Action: Positive Student Response to Co-Teaching Online Workshops (Terri Milton & Denyse Rodrigues)	A2 iPad a Mobile Learning Tool for Students with Disabilities in Post-Secondary Education (Linda Chmiliar & Carrie Anton)	U5 Universal Design for Quality Learning (Korny Marina Momen)
<b>12:10 pm - 1:10 pm</b>	LUNCH & PRESENTATION		
<b>12:30 pm - 1:10 pm</b>	L3 (VSS) Duty to Accommodate: Compliance to Engagement (Wade King and Teddi Doupe)		
<b>1:15 pm - 2:15 pm</b>	L4 (VSS) KEYNOTE: UDL and Online Learning: The Importance of Choosing and Using Accessible Technology (Terrill Thompson)		
<b>2:30 pm - 3:30 pm</b>	T6 (VSS) Virtual Presentation - Moodle: Aiming for Accessible Design (Jason Hardin, Aaron Page & Marlene Zentz)	U6 Panel - Gaining Perspective: Designing, Implementing and Modeling UDL in an Online Graduate Program (Jennifer Lock, Evelyn Hickey, Belina Caissie, Trisa Soroski & Nikki Mountford)	A9 Planning for Learner Variability (Karma Black)

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	MAIN BALLROOM	EXECUTIVE ROOM	LELAND ROOM
3:45 pm - 4:45 pm	T3 (VSS) The University of Washington: A Case Study in UDL & IT Accessibility (Terrill Thompson)	U7 Online Learning Opportunities and Challenges of UDL Implementation: Reflections from an Instructor and a Doctoral Student (Evelyn Hickey & Noha Altowairiki)	T4 Ensuring Accessible PDF (Bob Hall)

## SATURDAY, JANUARY 30, 2016

8:00 am - 4:30 pm	Access Challenge Lab Vendor / Poster Fair		
7:30 am - 8:15 am	Breakfast		
8:30 am - 9:30 am	U8 (VSS) KEYNOTE: College STAR: Supporting Transition, Access and Retention: A Multi-Campus Initiative (Sarah Williams)		
9:45 am - 10:45 am	U9 (VSS) KEYNOTE WORKSHOP: Putting it All Together (Sam Johnston & Sarah Williams)		
11:00 am - 11:30 am (30 minutes)	U10 (VSS) Portage College Course Planning / Evergreening Process (Leslie Johnson & Nadia Abougoush)	A4 Introduction to Read&Write Gold (Lisa Boone)	T5 The Revolution in PDF Accessibility (Adam Spencer)
11:40 am - 12:10 pm (30 minutes)	U11 (VSS) Infusing UDL Across Campus: Lessons from Bronco STAR at Fayetteville State University (Dr. Emily Lenning)	A5 Get the Most from Classes and Meetings – A New way of Notetaking (Laurie Osbaldeston)	U12 Changing Spaces: Photostory Research and Online Adult Basic Education Learner (Lindy Fors)
12:10 pm - 1:10 pm	LUNCH		
1:15 pm - 2:15 pm	L5 (VSS) Forging a New Path: College/University Collaboration in the Creation of a UDL Faculty/Toolkit (Roberta Thomson)	T2 The Canada School of Public Service ELearning Framework – The Tool for Development of Accessible Online Self-paced Courses	

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	MAIN BALLROOM	EXECUTIVE ROOM	LELAND ROOM
		(Darlene Hilz & Stephane Jomphe)	
<b>2:30 pm - 3:30 pm</b>	A8 (VSS) Connecting the Dots: How Student Data on their Professors' Use of ICTs Fits into a UDL Framework (Presenters: Laura King & Alice Havel)	U13 Panel - Customized UDL Support for Instructors: A Case Study of UDL Implementation in Education Field Experience Courses (Panelists: Jennifer Lock, Luciano da Rosa dos Santos, Carol Johnson, Laurie Hill, Noha Altowairiki, Flora Lui, Chris Ostrowski)	A9 Workshop - Learning Analytics: Enhancing Accessibility in Online and Blended Learning (Dr Vivekanandan Kumar & Dr Kinshuk)
<b>3:45 pm - 4:45 pm</b>	A6 (VSS) Panel – Accessibility and Universal Design Experiences of Students and Faculty	U16 UDL and The Flipped Classroom (Brad Mielke)	U15 UDL in the Classroom: Inclusive Instruction (Diane Kenney)
<b>4:45 pm - 5:00 pm</b>	CLOSING REMARKS		



## Session Descriptions and Speaker Bios

**U = Teaching & Using UDL and Accessibility Principles**

### **U1 The Call for Approaches that Accommodate Diverse Learners**

Presenter: Sam Catherine Johnston

There is now an urgent call for approaches that accommodate diverse learners through Universal Design for Learning (UDL)—both from post-secondary institutions and through recent federal mandates, including the Higher Education Opportunities Act of 2008 and the \$2 billion dollar Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program. The TAACCCT requires that all online and technology-enabled content and courses developed incorporate the principles of UDL.

After a brief overview of UDL, this keynote will focus on four areas that are essential to move UDL forward in post-secondary education.

1. Identifying the needs in post-secondary education that UDL helps to address
2. The relationship between UDL and accessibility and how institutions can leverage existing efforts around accessibility to create a strong foundation for implementing UDL
3. Ways to begin implementing UDL in the classroom and where to look for free web-based tools and content on UDL, including those developed by CAST
4. How to sustain your UDL efforts and grow support by measuring impact from the start

Each of these topics will be introduced in the keynote and then elaborated upon in the workshop with opportunities for peer-to-peer sharing and collaboration.

### **U2 Blending Universal Design, E-Learning and ICTs, in Higher Education**

Presenters: Roberta Thomson and Alice Havel

Abstract: E-learning holds the potential for greater access to higher education than ever before, especially if e-learning tools are developed and used in a way that is consistent with the principles of Universal Design (UD).

It is our premise that UD principles can be used to increase access to instruction for higher education learners with disabilities by focusing on how instructors teach using e-learning tools. At the core of this notion is the need to consider the combination of three key elements:

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1. The diversity of students in a course: their learning preferences, abilities, processing speeds, cultural backgrounds, prior knowledge, etc.
2. The course components: delivery, content, evaluation, etc.
3. The variety of E-learning tools, ICTs and learning management systems (LMSs), mobile devices, software and applications used by both instructors and students.

Audience: faculty and tutors, course and instructional designers, policy administrators and student service staff

Learning Objectives:

- To review the basic principles of UDI and UDL in order to identify their similarities and differences.
- To analyse those e-learning and information and communication technology (ICT) elements that facilitate accessibility.
- To synthesize knowledge into a take-away list of seven key questions to ask when developing a course where blending UD and e-learning is expected to contribute to increased access and reduction of barriers.

Biographies:

Roberta Thomson is the project coordinator of the allUDL Faculty/Toolkit project. She also teaches at the post-secondary level in the college and university settings, on courses related to education and inclusion.

Until her retirement in 2014, Alice Havel was the coordinator of the Student AccessAbility Centre at Dawson College. As a research associate with the Adaptech Research Network she focuses on the development of inclusive teaching practices through Universal Design for Learning (UDL) and on the use and accessibility of information and communication technologies in post-secondary education.

### U3 Developing Online Teaching Expertise to Implement UDL Principles in Higher Education

**Presenter: Noha Altowairiki**

Abstract: Online learning is expanding rapidly in higher education institutions around the world. Online students are diverse in their backgrounds, abilities, learning needs, and learning preferences. As educators we need to rethink about the design of online learning and whether it is inclusive and meets the variety of learning needs and preferences. Using the Universal Design for Learning (UDL) framework in designing and facilitating online learning would assist instructors to meet the variety of online students'

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learning needs. The challenge becomes how academic institutions develop their teaching capacity to incorporate UDL principles into online teaching and learning approaches. In this presentation, I will share some of collected qualitative data in regard to how a group of online instructors developed their teaching expertise to design and facilitate a graduate online program based on UDL.

Audience: academic leaders, instructors, and educational development providers.

Three Learning Objectives:

- Identify the process of developing online teaching expertise to implement UDL in higher education.
- Identify the role of academic leaders in fostering UDL implementation in higher education.
- Identify the role of educational development providers in preparing and supporting online instructors to effectively use UDL in designing and facilitating online learning.

Biography:

Noha Altowairiki is a PhD Candidate of Educational Technology in the Werklund School of Education, at the University of Calgary. Her research interests focus on designing and facilitating online collaborative learning and implementing UDL in online teaching and learning approaches. Also, she is interested on professional development for online instruction.

## U4 UDL in Action: Positive Student Response to Co-Teaching Online

Presenter(s): Terri Milton and Denyse Rodrigues, Mount Saint Vincent University

**Abstract:** At Mount Saint Vincent University we have numerous students who study at a distance, and often as “cohorts” who move through a program of study together. In our presentation we will share our experience co-teaching online workshops for these cohort students, and the UDL environment we feel co-teaching allows.

**Audience:** faculty and tutors, course and instructional designers

**Three Learning Objectives**

1. Pedagogical impacts of UDL in online environments
2. Practical techniques for co-teaching online in a UDL-friendly way
3. Implications for course design and delivery

Biographies:

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Terri Milton is the Liaison Librarian for Education and Child & Youth Study, and the Outreach/Promotions Librarian at Mount Saint Vincent University. Denyse Rodrigues is the Liaison Librarian for Social Sciences, and the E-Learning Librarian at Mount Saint Vincent University. They have both become interested in UDL as a powerful framework for enhancing student learning, with particular **impact** on distance cohort students for whom they provide library instruction.

## U5 Universal Design for Quality Learning

Presenter: Kornya Marina Momen

Abstract: The term Universal Design was coined by Ronald Mace, architect and product designer. Universal Design “proactively builds in features to accommodate the range of human diversity.” The practice of universal design in health services allowed the diverse people to have the accessible equal health services and the practice of universal design in education considers all people.

Application of Universal Design in our life:

- In Education: UD has been applied to many educational product and environments
- UD of Physical Spaces: When UD is applied, individuals with and without disabilities can use the same entrances and of travel routes.
- In Information Technology: Design guidelines to assist computer manufacturers and software developers in creating products usable by a broad audience
- In Instruction: Accessible instruction is most often referred to as Universal Design for Learning (UDL). There are three key principles of universal design learning: 1. Multiple Means of Representation, 2. Multiple Means of Expression and 3. Provide Multiple Means of Engagement.
- In Student Services: These services include computer labs, libraries, admissions, registration, financial aid, advising, career services, housing, tutoring and learning centers, and student organizations.

Audience: faculty and tutors, course and instructional designers, IT specialists and programmers, policy administrators, procurement staff

Learning Objectives:

- To know about Universal Design

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- Principles of UDL
- Use of Universal Design

## Biography:

Korny Marina Momen is rehabilitation professional. She had worked as Rehabilitation Physiotherapist in the Centre for the Rehabilitation of Paralysed (CRP) in Bangladesh for more than 8 years. Besides her clinical job she was the supervisor and lecturer for the undergraduate Physiotherapy students of the academic institute of CRP- Bangladesh Health professions Institute (BHPI), Bangladesh. She used to work as the Country Coordinator of a 5-year project of the International Centre for the Community Based Rehabilitation (ICACBR), Queen's University, Canada. The project entitled Access to Health and Education for all Children and Youth with Disabilities (AHEAD) in Bangladesh and the project was funded by the Government of Canada.

## U6 Gaining Perspective: Designing, Implementing and Modeling UDL in an Online Graduate Program

Presenters: Jennifer Lock, Evelyn Hickey, Belina Caissie, Trisa Soroski, Nikki Mountford

Abstract: The purpose of this interactive panel session is threefold. First, to provide an overview of the design and implementation of an online graduate program where students develop a greater awareness and understanding of UDL and applied it in their own practice. Second, to provide an opportunity for each panel member [1) academic coordinator for the program; 2) two instructors and 3) a former student] to share their experiences with UDL in the program. Third, the panel members will share recommendations for how post-secondary institutions can expand and deepen the application of UDL across courses and programs.

Audience: faculty and tutors, course and instructional designers, web developers and designers

## Learning Objectives:

- Raise awareness at the instructor and institutional levels of how UDL can be integrated into online learning environments.
- Provide strategies and techniques in how UDL can be used within post-secondary learning environments.
- Showcase a graduate program initiative that has embedded UDL in the design, instruction, and assessment.

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## Biographies:

Jennifer Lock, PhD, is the Associate Dean of Teaching and Learning and specialization chair for the Learning Sciences in the Werklund School of Education at the University of Calgary. Her area of specialization is in online learning, ICT integration, change and innovation, and educational development in higher education.

Evelyn Hickey, EdD, studied educational technology and universal design for learning. She is an educator with the Calgary Board of Education and a Sessional Instructor at the University of Calgary. Dr. Hickey is passionate about creating learning environments where student voice and choice influence the student's experience and potentiality. Her interests include UDL, LD, assessment, stigma, and diversity.

Belina Caissie, EdDc, has 18 years of experience supporting students with diverse learning needs. She is a Project Manager of Technology Planning and Research in Alberta Education's Technology Leadership Branch and a sessional instructor as well as a doctoral candidate with the University of Calgary. Belina is passionate about equity in and through education.

Trisa Soroski, MEd, is currently serving as Principal of St. Clare School in Calgary. Her area of specialization is the implementation of educational and assistive technology. As a school administrator, she works closely with teachers, educational assistants and the community to create inclusive learning environments for all.

Nikki Mountford, MEd, is a graduate student with the Werklund School of Education, University of Calgary, focusing on educational research and technology. She works in the capacity of Learning Program Consultant with the Haskayne School of Business – Executive Education. Nikki has worked in the field of adult learning for over 15 years and is passionate about creating inspiring educational experiences combining technology, pedagogy and learner-centric approaches.

## **U7 Online learning opportunities and challenges of UDL implementation: reflections from an instructor and a doctoral student**

Presenter(s): Dr. Evelyn Hickey and Noha Altowairiki (PhDcandidate)

Abstract: Universal design for learning continues to gain traction in learning environments. As educators explore and learn from their experiences about UDL, they can further deepen their knowledge about how to foster UDL by infusing principles of UDL. This particular presentation is unique in that it is reflecting upon the experiences of an instructor and a doctoral student where the instructor taught a course about UDL while modeling UDL and the doctoral student grew already established knowledge

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about UDL while examining the instructor's implementation of UDL in preparation for doctoral candidacy. It was a positive collaborative experience that considered possible barriers and identified barriers during the process. Examples about how the students engaged, how they demonstrated their knowledge and how they accessed the will be highlighted.

Audience: Professors, Instructors, Teachers, Interventionists, Administrators, Grad Students

Learning Objectives:

- Audience will have the opportunity to identify some of the fundamental structures need to be in place to foster UDL implementation in an online learning environment;
- Audience will have the opportunity to learn from the instructor's and student's experience with an online UDL-based course such opportunities, challenges, lessons learned; and
- By the end of the presentation, audience will have the opportunity to discuss their concerns, share ideas, and present perspectives regard UDL.

Biographies:

Dr. Evelyn Hickey's research interests are UDL, LD, stigma, and diversity. As a Learning Leader at a large high school with a huge multicultural/multilingual population, she provides support to staff and students about understanding the impact of barriers on potentiality and to encourage self advocacy. She also works as a Sessional Instructor at the University of Calgary.

Noha Altowairiki is a PhD Candidate of Educational Technology in the Werklund School of Education. Her research interests focus on designing and facilitating online collaborative learning and implementing UDL in online teaching and learning environment. Also, she is interested on professional development for online instruction.

### **U8 KEYNOTE: College STAR: Supporting Transition, Access and Retention): A Multi-Campus Initiative**

Presenter: Sarah Williams

Millions of students take their first steps toward a college degree each year. Postsecondary education is becoming a goal for increasing numbers of students, and more and more careers today require a college degree for entry or advancement potential. While this charge is nothing new for universities, the makeup of our student populations has been changing over time. Many college classrooms today are now filled with students from diverse backgrounds, at different stages of life, and who exhibit varied learning profiles. Universal design for learning (UDL) is a

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framework that encourages professors to plan and to deliver instruction with the widest possible range of learners in mind to improve and optimize teaching and learning for all students.

College STAR (Supporting Transition, Access, and Retention) is a multi-campus initiative designed to enable participating universities to learn more about creating welcoming postsecondary environments for students with learning differences. Participating campuses are currently working together to build models of direct student support and more wide-spread instructional support focused on Universal Design for Learning. This keynote will feature approaches that four universities have taken to infuse the principles of Universal Design for Learning into different educational environments across campus and highlight lessons-learned from those experiences. Specifically, the presentation will highlight:

- Lessons learned (successes and challenges) and resources related to direct support for students with learning differences, as well as instructional support and Universal Design for Learning
- Emerging themes from dialogues with K12 partners across the state of North Carolina
- Next steps with the project and an invitation collaboration

Each of these topics will be introduced in the keynote and then elaborated on in the workshop with opportunities for peer-to-peer sharing and collaboration.

## **U9 Putting it All Together – A Workshop From Our UDL Keynotes**

Presenters: Sam Johnston and Sarah Williams [ABSTRACT NOT AVAILABLE]

## **U10 Portage College Course Planning/Evergreening**

Presenters: Leslie Johnson, Nadia Abougoush

Abstract: Learn how to structure your course build so all aspects (assessments, learning activities, resources, UDL, TPACK, PLAR, etc.) are considered at the appropriate stages. When the process is complete, you will have your course designed with all components aligned, a top-quality site in your LMS that fully supports the course, and with UDL, TPACK and PLAR considerations identified and built in. Where blended or hybrid design is desired, this process will also help you identify which parts of the course are best suited for online delivery.

Audience: faculty, course and instructional designers, content editors and production teams

Learning objectives:

- Efficient course design processes
- Integrate UDL, PLAR, TPACK, and other academic considerations into the Design and Development phases



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- Identify the most appropriate delivery methods for the various course components

### Biographies:

Leslie Johnson - Born and raised in the US, Leslie earned her BA at UC Berkeley. A few years later she moved to Canada and worked full time while raising her family on beautiful Vancouver Island. Leslie realized it was time for a career change and returned to school at Royal Roads University in Victoria. The blended format allowed her to continue working full time while earning her first MA. She enjoyed the online component so much that she immediately enrolled in a second MA program, this time fully online. This educational path allowed her to move directly into instructional design.

Nadia Abougoush - Born and raised in Lac La Biche, Alberta, Nadia received her BEd in elementary education from the University of Alberta. She then returned home to teach in Lac La Biche and area. Wanting to expand her horizons, Nadia then moved on to teach overseas in the Middle East. While there, she received her MSc in Education from the State University of New York. Nadia then returned back home to work at Portage College in the Teaching, Learning and Applied research Department. Nadia's various roles include Instructional Design, Faculty Development and Learning Facilitator.

### **U11 Infusing UDL Across Campus: Lessons from Bronco STAR at Fayetteville State University**

Presenter(s): Dr. Emily Lenning, Fayetteville State University

Abstract: Bronco STAR is a program at Fayetteville State University in North Carolina that is just one branch of a larger program called College STAR (Supporting Transition, Access, and Retention), which seeks to assist students with learning differences through targeted support, tutoring, and academic success coaching and encourage faculty and staff to redesign their curriculum and services to compliment the principles of Universal Design for Learning. In 2015, over 30 faculty and staff members from around the campus joined together in learning communities with the shared goal of implementing a new "UDL friendly" technique in their classrooms. This session describes the process of introducing UDL at FSU, recruiting and retaining learning community members, and supporting faculty and staff in class/space redesign. There will also be time devoted to sharing the ways that faculty and staff incorporated UDL, and to discuss challenges experienced by the learning communities and Bronco STAR team.

Audience: faculty, course and instructional designers, policy administrators, student service staff

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Learning Objectives:

- Participants will learn strategies and techniques for becoming UDL leaders on their campus and for infusing UDL throughout the curriculum and services provided to students.
- Participants will understand the benefits and challenges that faculty and staff face related to course and unit redesigns.
- Participants will learn about the various ways UDL can be incorporated on their own campuses by learning from the work that is being done by faculty and staff at FSU.

Biography: Dr. Emily Lenning is an Associate Professor of Criminal Justice at Fayetteville State University, where she also serves as the Director of Faculty Development for Bronco STAR, a program that assists students with learning differences and supports faculty and staff who wish to incorporate the principles of UDL into their curriculum and services. She has presented workshops on a variety of pedagogical advances and co-teaches FSU's 16 week Faculty Development Seminar for new faculty with the Provost. During her tenure at FSU she has earned five teaching awards, including FSU's highest honor as the 2014-2015 Teacher of the Year.

## **U12 CHANGING SPACES: Photostory Research and Online Adult Basic Education**

Presenter: Lindy Fors, BA, BEd, MEd

Abstract: Online distance technology is often heralded as removing barriers and providing access to education for all. Distance education heralded as anytime, anywhere implies an equal opportunity to learn, ignoring programming that marginalizes an already disenfranchised segment of our population. This presentation discusses a case study of online adult basic programming at a community college in northern Alberta, Canada. It showcases findings from a photostory research project to identify barriers and best practices within a synchronous online delivery model to adult basic education students. Themes that generate discussion and further investigation advocate for the holistic vision of learners and all that contributes to their academic success. The principles of UDL that encompass the how, what, and why basic education students learn can serve to remediate barriers and meet learners where they are at, and are at the heart of the recommendations that arise from this project.

Audience: faculty and tutors, course and instructional designers, content editors and production teams, policy administrators, student service staff

Learning objectives:

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- Answer the question: What barriers and best practices do adult ABE students face? This will be done through the sharing of the results of a photostory research project, through the narratives of students and instructors.
- Answer the question: What are effective online programming practices for students at lower literacy and numeracy levels? This will be done by sharing current research that interconnects with UDL principles and learner-centered practices.

Biography: Lindy Fors is the Academic Upgrading Coordinator at Northern Lakes College. She has been working in the field of adult literacy for 10 years, with a history of working with adults with disabilities, marginalized and low level learners. She is both an onsite and online instructor for adult upgrading students, and facilitates workshops and training on learning barriers, mental health first aid, online learning, and curriculum development.

### **U13 Customized UDL Support for Instructors: A Case Study of UDL Implementation in Education Field Experience**

Panelists: Jennifer Lock, Luciano da Rosa dos Santos, Carol Johnson, Laurie Hill, Noha Altowairiki, Flora Lui, Chris Ostrowski

Abstract: UDL is an integral design element to be integrated in instructor support for transitioning teaching to the online format. To aid in the transformation of traditional Field Experience courses to the inclusion of an online course format, University of Calgary researchers collaborated to investigate appropriate approaches for supporting course instructors. Through design-based research methodology, it was found that customized supports could be implemented through the following approaches: development of an instructor resource shell; personalized technology coaching; ongoing instructional supports through workshops; and follow up feedback instructors meetings. The panel presenters will describe how these approaches used UDL to enable the transformational learning shift for instructors as they highlight the following objectives: expand on approaches identified for transitioning Field Experience courses to the online environment with respect to UDL; share holistic strategies for instructor support; and exemplify how UDL research is informing current teaching practices and future directions.

Learning Objectives:

- Identify strategies for preparation
- Identify methods for coaching faculty toward UDL
- Identify processes for ongoing support

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### Biographies:

Jennifer Lock, PhD, is the Associate Dean of Teaching and Learning and specialization chair for the Learning Sciences in the Werklund School of Education at the University of Calgary. Dr. Lock is also the academic coordinator for the graduate certificate program, Assistive Technology for Learning in the Inclusive Classroom. Her area of specialization is in online learning, ICT integration, change and innovation and educational development in higher education. She is the PI for this research project.

Carol Johnson (Tech Coach and Designer), is a PhD Candidate in Educational Technology in the Werklund School of Education and the inaugural Werklund Doctoral Fellow. Her doctoral research is focused on the development of an online music education model for effective teaching and learning. Linked to her current research, Carol is also researching the development of online faculty professional development to assist the understanding of how to deploy this model when completed.

Luciano da Rosa dos Santos (Tech Coach and Designer) is the Teaching and Learning Facilitator at the Werklund School of Education – University of Calgary, supporting the development of strategies and initiatives aimed at enhancing the quality of teaching and learning. He is also working towards his PhD in Educational Technology at the University of Calgary, where he is conducting research on how Universities and Faculties interact for the support and development of online teaching capacity among academic staff.

S. Laurie Hill, PhD is an Assistant Professor, Education at St. Mary's University. Her research interests include pre-service teacher education and specifically the connections between on campus coursework and field practicum experiences. She is also interested in pre-service teacher professional identity, student transitions, and the variety of learning environments that support undergraduate student success.

Noha Altowairiki is a PhD Candidate of Educational Technology in the Werklund School of Education. Her research interest focuses on designing and facilitating online collaborative learning for Higher Education. Also, her interests include professional development for online teaching.

Yang (Flora) Liu is a PhD candidate of Educational Technology in the Werklund School of Education. Her doctoral research focuses on exploring internal and external factors and supports that build teachers' capacity and inspire them to move from game users to game designers. She is also a D2L coach for both the Werklund School of Education and Faculty of Arts.

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Chris Ostrowski is a MA student of Educational Technology in the Werklund School of Education. His MA research focuses on understanding the lived experiences of university students with visual impairments and their use technology to support learning. He is also interested in finding systemic ways to improve teaching and learning in higher education to meet the needs of individual students and learner differences.

### U15 UDL in the Classroom: Inclusive Instruction

Presenter: Diane Kenney

Abstract: UDL is the ideal vehicle for blended learning. This session will outline how UDL applies the Social Model of Disability by anticipating a diverse student group and removing potential barriers to learning. This is accomplished by “beginning with the end in mind” and designing the course and course assessments with a focus on Essential Understandings (EUs) based on the course objectives. Creating assignments and interactions that provide opportunities for choice, exploration and creativity in student acquisition of the EUs use the framework of Gardner’s Multiple Intelligence Theory. Assessment is done using Rubrics, based on Bloom’s Taxonomy, which outline requirements for demonstrated learning. In the session I will demonstrate how to apply this model to one of the courses I taught, and the group will assist in designing appropriate assignments and the course rubric. These designs and activities demonstrate the three major guidelines for UDL: Multiple Means of Engagement, Representation, and Action and Expression.

Audience: faculty and tutors, course and instructional designers, student services staff

Learning Objectives:

- UDL & The Social Model of Disability
- Course Design
- Assessment Design

Biography: Diane has completed her M.Ed. studies in Adult Education at the University of Manitoba and is graduating in February, 2016. Her focus throughout has been UDL and the why and how it needs to be implemented at the post-secondary level. A college instructor for 10 years, Diane spent six of those years teaching primarily Indigenous students, at NAIT and Portage College in Alberta, and Urban Circle Training Centre/Red River College in Winnipeg. Her interest and involvement in inclusive education came about when her oldest child was diagnosed with ASD.

### U16 UDL and the Flipped Classroom

Presenter: Brad Mielke

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## Abstract:

Post-Secondary education provides a fertile ground for flipped or decentralized learning. The learners in an authentic learning environment need to learn how to learn more than being proficient at regurgitating objectives of a given course. The demands of most industries are increasingly fluid and ever changing; requiring practitioners that are innovative and able to learn on demand rather than function by rote memorization. The contemporary classroom environment has shifted to empowering learners to access accurate information on their own terms. When students are able to choose how and what they are required to learn, they arrive to class with the ability to effectively function in a team learning environment. It is in this flexible learning environment where their grasp of content is reinforced through their engagement and interactions with peers and mentors.

Audience: faculty and tutors and course and instructional designers

## Full Description:

Bringing UDL to the classroom is something that I did by accident and quiet without knowledge that I was doing anything other than trying to support my students and myself in the most efficient way possible. My path began with the impetus to relieve myself from the tedium and strain of repeating lectures 2-3 times in a given week. Complementary to this being the desire to ensure that the lecture was as vital and informative the first time as it would be in subsequent offerings, later that week or in future cycles. I needed some manner in which the learners could be invited to participate beyond simply reading slides or handouts.

The ultimate goal was to have learners arrive in the classroom ready to participate in activity rather than sit and take notes. The outcomes based approach to learning requires doing, and the doing is best supported when directly observed versus the situation traditionally encountered with homework. Having authentic, deep exploration of topic matter presented in a multi-media environment, free from time constraint and peer observation allows for truly individual access to the learning materials.

There are many software tools that are available to instructors to aggregate, create, share, and maintain learning resources. Prezi is but one such tool, and when offered with supporting materials the effect for technical instruction can be quiet powerful. The addition of the cloud-based lecture tool to the traditional Learning Management System (LMS) environment has relived my classrooms of the need for time consuming

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and exclusive lectures. This directly supports learners with literacy struggles, whether this stems from retention/attention disorders, EAL , or attendance issues.

This presentation will briefly discuss the impetus for changing my instructional practice. From there the learning curve, time requirements, and issues involved in switching to a flipped approach will be highlighted. The basics of Prezi creation will be touched upon, with examples offered for various topics of study, and discussing image and video use. Classroom management and support of learners and learning teams will also be discussed.

Post-Secondary education provides a fertile ground for flipped or decentralized learning in my opinion. The learners in my classroom need to learn how to learn more than they need to be proficient at the objectives of a given course. The demands of most industries are increasingly fluid and ever changing; requiring practitioners that are innovative and able to learn on demand rather than function by rote memorization. The classroom environment that I have arrived at is one in support of empowering learners to access accurate information on their own terms. The learners then arrive in class equipped to function in a team learning environment where their grasp of content is reinforced in their interactions with peers and mentors.

Learning Objectives:

- Explaining the impetus and rationale for flipping a class,
- Exploration of Prezi software as a UDL tool in the larger LMS structure.
- Demonstration of basic Prezi creation and functionality.

Biography: I am an instructor with the Northern Alberta Institute of Technology (NAIT), with the Construction Engineering Technology program for the past 12 years. The past three of which I have been transitioning to a flipped and blended classroom in support of a diversifying learner population, the demands of decreased classroom time, and personal challenges with voice endurance. The focus of my courses is on tangible skills with observable outcomes and this frames my approach to facilitating learning.

My efforts have been recognized in recent years internally at NAIT and external in the form of a nomination and award for technical instructional excellence by the Alberta Society of Engineering Technologists (ASET).

**A = Assistive Technologies & Information, Communications Technologies**



## A2 The iPad as a Mobile Assistive Device for Post-Secondary Students with Disabilities

Presenters: Linda Chmiliar, Carrie Anton

### Abstract:

The iPad as a mobile assistive device is a relatively new and unstudied phenomenon in the post-secondary academic environment. Students with disabilities have been enrolling in post-secondary institutions for many years, and institutions work hard to provide these students with support services that will help them to succeed at their course work. Unfortunately, education success for students with disabilities in post-secondary education tends to be lower than that of the general student population, as students may struggle with many academic skills. The provision of digital text on the iPad may be an important accommodation for students with disabilities. The features of the iPad and the apps that can be loaded onto the iPad can provide students with an opportunity to learn and complete their studies in a mobile way. This device may also help students find tools that support the difficulties learning that they experience due to their disability. The apps available on the iPad provide a number of features that make it an attractive tool for all post-secondary students including those with disabilities. The iBooks app provides a platform for textbooks and course materials that has a number of features that can help students including adjustable font size, background color, and light intensity as well as text-to-speech functionality, built in dictionary, search function, bookmarking, and note-taking. The flashcard apps provide ways to study course materials using auditory/visual cues. The organization and planning apps help students keep on top of their planning throughout the course. There are also peripheral tools available such as built in switch access, to help students with physical challenges.

The purpose of this research was to investigate how the iPad as a mobile assistive device, can be used by post-secondary students with disabilities in their studies. In Phase I of this research, 2 post-secondary students with disabilities were provided with iPads loaded with their course materials and apps to support learning. At the completion of Phase I, the students expressed very positive perspectives on the use of the iPad. Both students felt that the iPad facilitated their ability to study in a mobile way, and found apps that greatly supported their learning and their disabilities. Both students expressed a desire to move to this technology for all of their studies. In Phase 2 of this research, the participants were 10 post-secondary students with a greater range of disabilities who received an iPad loaded with their course materials and apps to help them learn for one course. The students received training and support during their course to help them maximize their learning and use of the iPad. The apps included etext, apps for



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annotation, organizing, distraction avoidance, written expression, communication, reading support, and other areas as needed by the student. The apps and peripherals used were selected by the student working with the team, to best meet the needs and interests of each student.

This presentation will discuss the results of both Phase 1 and 2 of this research. We will also share resources that were developed to support the students to use this mobile assistive device effectively.

Biographies:

Dr. Linda Chmiliar is an Associate Professor with Athabasca University. She coordinates a Diploma in Inclusive Education and enthusiastically pursue research in using the iPad for learning.

Carrie Anton is an Assistive Technologist and accessibility specialist with Athabasca University.

## **A3 Planning for Learner Variability**

Presenter: Karma Black, Learning Strategist Lethbridge College

Abstract: In this session, you will gain a better understanding of the different variables of learners in the learning environment so you can apply UDL principles more effectively to connect with more students. Proper planning can save you time and enhance your instruction. We will review disabilities that are prevalent among students and UDL principles that, if applied, minimize the barriers these students face.

Audience: Everyone

## **A4 Introduction to Read&Write GOLD**

Presenter: Lisa Boone, Aroga Technologies

Abstract: During this workshop, we will explore the variety of tools built within the Read&Write Gold program to support a diverse range of students. Tools are available in a convenient tool bar that is placed around standard applications to support the entire learning process. We will introduce tools to support reading, writing, and learning. Participants will also see the web apps in action so that students are supported in all environments.

Audience: users new to using Read&Write Gold to support learning

Learning Objectives:

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- Participants will walk away with an understanding how RWG supports a diverse range of students, regardless of the digital environment the student is working in
- Participants will understand the range of tools available to support learning
- Participants will explore the ability to customize the tools as needed for students on an individual basis.

### Biography:

Lisa is a passionate advocate for exceptional learners and has worked with exceptional learners for almost two decades. When computers and the Internet started to become more accessible to average users, Lisa implemented a computer-learning centre with the goal of training adults with exceptional needs basic computer skills. Participants in the classes were diverse, ranging from developmental delays, physical and learning disabilities, vision impairment, brain injury, as well as individuals diagnosed with mental illness. Lisa was on her own steep learning curve when building curriculum to facilitate learning for each participant and accommodating different learning styles. Lisa has travelled across Canada to work with educators, families, as well as students in integrating their technology into their personal environments. Lisa has worked with many learning software packages since their initial release, and is currently working through her GAFE Certification. Lisa also has family members with exceptional learning needs and this has infinitely increased her passion towards the integration of learning support software in educational and employment settings. She was an active board member on the Learning Disabilities Association of Alberta for many years.

### **A5 Get the Most from Classes and Meetings – A New way of Notetaking**

Presenter: Laurie Osbaldeston

Abstract: Many students require note taking support in class. For students who are auditory learners, turning audio (the teacher talking) into text (notes on paper) transforms information from a format that is readily absorbed into something difficult to learn.

Audio Notetaker is an innovative software that enables the user to navigate, edit, and organize audio without changing it to text. Learn how teachers, educational assistants and students are using this cutting edge software to support auditory learning.

Audience: student services staff, faculty and tutors, course and instructional designers

Biography: Laurie Osbaldeston is a Senior Assistive Technology Specialist at Grant MacEwan University. She has worked in the field of assistive technology for over 15 years

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and continues to be excited by new technology and the innovation and creativity behind it.

### **A6 Accessibility and Universal Design Experiences of Faculty & Students**

Panelists: Carrie Anton, Randy Jenne, Chris Ostrowski, William Thompson

Each panelist brings a slightly different angle to the session. Most of the context may be around students with vision loss however if we design to reduce barriers for people with so called “severe” disabilities we often hit the mark for many people.

Presenters will delve into the murky water of barriers encountered in post-secondary education, accessibility issues and the experienced path of implementation of universal design in online and blended environments. Session attendees will also have the opportunity to collaborate to create a vision for the future of post-secondary learning.

Biographies:

Carrie Anton has been in the field of Assistive Technology since 1989. She is extremely knowledgeable about assistive technology and accommodations for individuals who face barriers education and employment. She provides assessments, training, technical support to students and staff of Athabasca University. She is a user of assistive technology herself. Above this, Carrie has also excelled as a role model and is a Paralympic Gold Medalist in the sport of Goalball. Her attention to detail, tenaciousness, and drive for excellence is a valued asset.

Randy Jenne is an Associate Professor in the Decision Sciences Department in the School of Business at MacEwan University. He has been teaching computer courses at MacEwan since 1981 and in the last ten years I have designed, revised, and delivered online, hybrid and face-to-face courses. He has worked very closely with the Services to Students with Disabilities Department at MacEwan and have been a strong supporter for the work they do. This term he is teaching in three delivery modes (face-to-face, hybrid, and online). His courses make use of videos, simulations, and sophisticated computer-scored assignments that support mastery learning.

Chris Ostrowski is a MA student of Educational Technology in the Werklund School of Education. His MA research focuses on understanding the lived experiences of university students with visual impairments and their use technology to support learning. He is also interested in finding systemic ways to improve teaching and learning in higher education to meet the needs of individual students and learner differences.

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William Thompson is a teacher of English at Macewan University and Athabasca University. Bill is also a story teller and hosts the blog *Of Other Worlds: A Children's Literature Blog*. <http://wtofotherworlds.blogspot.ca/>

## A7 New Universal Design Approaches and Technologies for Web Accessibility

**Presenter:** Steve Barclay, Aroga Technologies

**Abstract:** The goal of this session is to arm educational institutions with practical steps they can take to implement more universal design strategies and technologies. Though this is intended as a general discussion on universal and inclusive design, we will draw primarily from examples related to web accessibility. Our presentation is structured around three questions:

1. What is the potential for universal and inclusive design in post-secondary education?
2. What are the most commonly observed barriers that prevent more widespread use of universal design principles?
3. What specific steps can educational institutions take to include more universal design in their education delivery?

This session will be delivered in a lecture / presentation style, with multiple opportunities for group participation. We will address the questions above with input from the audience, with theoretical frameworks, and with case studies and examples from our own experience.

**Audience:** student services staff, IT specialists and programmers, web developers and designers

### Learning objectives:

- Develop a broader conception of universal design and its applicability within PSE.
- Identify strategies for overcoming common barriers to universal design implementation.
- Identify useful tools for developers and designers.

**Biography:** Steve Barclay is the Co-Owner and Chief Operating Officer of Aroga Technologies, Canada's largest distributor of assistive technology. He has been involved in the AT industry for 25 years in areas such as low vision and blindness, augmentative communication, learning disabilities and physical disabilities and is one of the most respected voices in the Canadian AT industry. He has presented at conferences, trade shows, and K-12 and post-secondary education facilities across the country.

## A8 Connecting the Dots: How Student Data on their Professors' Use of ICTs Fits into a UDL Framework

**Presenters:** Laura King and Alice Havel

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- In collaboration with Catherine Fichten, Mary Jorgensen, Jillian Budd, Rhonda Amsel, Cristina Vitouchanskaia, Alex Lussier, Tiiu Poldma

Abstract: In 2014, our research team surveyed 311 Quebec college students. An online survey was designed so that it was accessible to a varied post-secondary student population. Students were asked to list the ICTs (Information and Communication Technologies) that their college professors used to teach and state which ones worked well for them as a learner versus those which did not. Students were also asked to make suggestions regarding how ICTs could be used in a way that would work better for them. Our data offer some encouraging results which can be applied to a UDL framework and generalize easily to blended and online classrooms. We were able to reframe the findings to reflect the three principles of UDL and learner variability. In our presentation, we plan to share more of our results with you and discuss those findings which have specific implications for online and blended learning environments.

Audience: faculty and tutors

Learning Objectives:

- To identify some of the ICTs that research shows post-secondary students say work well for them.
- To recognize which of these ICTs could enhance access to online and blended learning.
- To select one innovative ICT to implement in a future online or blended course.

Biographies:

Laura King works as a teacher-researcher in the city of Montreal. She recently completed a three-year study on ICTs for students with LD and reading difficulties. She is currently examining instructors' exemplary practices in the use of ICTs. She offers workshops on student success for all types of post-secondary learners.

Until recently, Alice Havel was the coordinator of the Student AccessAbility Centre at Dawson College. As a research associate with the Adaptech Research Network, her focus is on the development of inclusive teaching practices through UDL and the use and accessibility of ICTs in post-secondary education.

### **[A9 Learning Analytics: Enhancing Accessibility in Online and Blended Learning](#)**

Presenters: Dr Vivekanandan Kumar and Dr Kinshuk

Resources: <http://LearningAnalytics.ca> and <http://adapt.athabascau.ca>

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Abstract: A Learning Analytics platform called OpenACRE has been developed to enhance students' learning experiences towards insightful and deeper learning. This workshop introduces OpenACRE as a means for students, instructors, and the institution to measure and address difficulties faced by students with respect to inelasticity in content representation, assessment methods, learner engagement, competency tracking, and teaching strategy.

Audience: faculty, tutors, instructional designers, policy administrators, PSE vendors

Learning objectives:

- Identify applications of learning analytics techniques that enhance accessibility
- Describe analytics solutions that target specific accessibility factors
- Apply existing analytics solutions in real-world contexts

T = Tech Talk

### **T2 The Canada School of Public Service ELearning Framework – The Tool for Development of Accessible Online Self-paced Courses**

Presenters: Darlene Hilz and Stephane Jomphe

Abstract: For the past few years the Canada School of Public Service has been leading the Federal Government with its initiative to develop online self-paced courses which are universally designed, accessible, SCORM compliant and easy to develop and maintain. It has not been easy, but it has led to an extraordinary amount of innovation from the developers at CSPS which has resulted in the CSPA eLearning Framework. Participants will gain valuable knowledge and best practices to help them lead or influence their organization into meeting WCAG 2.0 AA with their online self-paced courses.

Topics include:

- The vision behind the CSPA eLearning Framework and why this innovation was needed
- The benefits of the CSPA eLearning Framework: save time, save money, produce WCAG 2.0 compliant and responsive courses
- A demonstration of the framework

Audience: course and instructional designers, web developers and designers, IT specialists and programmers

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## Presentation Objectives:

- Learn how the Canada School of Public Service made accessibility an organizational priority.
- See the CSPA ELearning Framework.
- Learn how any Post-Secondary Institution could benefit from using this framework in terms of time, money, accessibility, responsiveness.

## Biographies:

Darlene Hilt has been with the Public Service of Canada since 2002. She has been working in the design and development of online learning since 2005. Over the past five years she has been working with the Canada School of Public Service in various capacities, most recently as Acting Manager of the Development team. She has been instrumental in fostering the innovation of the development team in its development of the CSPA eLearning Framework.

Stephane Jomphe has been a multi-media developer with the Canada School of Public Service since 2005. As he had several years of experience in developing online self-paced courses it was his vision to standardize online self-paced development using a framework which is accessible, responsive, and allows for quick programming.

## **T3 The University of Washington: A Case Study in UDL & IT Accessibility**

Presenter: Terrill Thompson

Abstract: The University of Washington (UW) has been actively engaged since 1984 in breaking down barriers for students with disabilities, enabling them to pursue challenging and fulfilling academic and career paths. Over the years the UW has implemented a wide variety of strategies to empower students, build capacity of faculty and staff across campus, and gain support of the administration. This session will explore the history, lessons learned, and current practices regarding UDL and accessible technology-enhanced teaching and learning at the UW. Participants will be encouraged to consider and discuss how examples from the UW compare to their own institutions, and how they can be translated into action on their own campuses.

## Learning Objectives:

- Participants will be able to identify at least three strategies for building an accessibility-focused community within an institution of higher education.

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- Participants will be able to identify five to ten key stakeholders from their institution, and describe possible roles of those stakeholders in improving IT accessibility on campus.
- Participants will be able to identify at least one specific step that they personally can take to improve technology accessibility on their campus following the conference.

### **T4 Ensuring Accessible PDF**

Presenter: Bob Hall, NetCentric Technologies

This presentation will discuss techniques, tools, and best practices for authors and document remediators to create accessible PDF documents within the Microsoft Word or Adobe Acrobat environment using the CommonLook Global Access suite of tools.

### **T5 The Revolution in PDF Accessibility**

Presenter: Adam Spencer, Accessibil-IT

Abstract: Demonstrating the only application to create 100% accessible and compliant PDF files from Microsoft Word.

Audience: faculty and tutors, content editors and production teams, web developers and designers, IT specialists, student services staff, vendors to PSE, policy administrators, procurement staff

Learning Objectives:

- How to develop a sustainable approach to document accessibility
- How all users in an organization can cost effectively generate accessible and compliant content
- Realize that PDF isn't dead and just became the most robust platform for content sharing again!

Biography: Adam Spencer is the Head of Document Accessibility Services for Accessibil-IT Inc., a dedicated PDF accessibility specialist. As an active member on a number of ISO Committees for PDF and PDF Accessibility, Adam was also an active contributor to the development of the new international standards known as PDF/UA to ensure the accessibility and usability of PDF and adaptive technologies. Adam is also the Vice-Chair of the Canadian Advisory Committee on TC 171 and TC 171/SC2 PDF and PDF Accessibility for the Standards Council of Canada.



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## **T6 Moodle: Aiming for Accessible Design**

Presenters: Marlene Zentz, Senior Instructional Designer/Accessibility Specialist, University of Montana; Aaron Page, Student Accessibility Specialist, University of Montana; Jason Hardin, Senior Product Manager, Open Source Solutions, Moodlerooms, Inc.

Abstract: Open source technologies provide important opportunities for improving the online learning experience. This session will explore the ongoing efforts to make Moodle, the world's most popular open source learning management system, accessible to all users, including students and faculty who are assistive technology users.

Virtual Presentation T6 on Friday, Jan 29, 2:30pm, "Moodle: Aiming for Accessible Design" will be held in this Blackboard Collaborate meeting URL:

<https://apollodemo01.bbcollab.com/collab/ui/session/guest/FD5967BE5826337679A13EC88CD0A4DD>. It is recommended that you use Chrome as your browser and arrive 10-15 minutes prior to configure your experience in the new meeting space. Captions will be provided for this session in Blackboard. Then we will return to Adobe Connect.

**L = Leadership**

## **L1 Virtual Presentation on Mapping out Canadian Disability, Education, and Accessibility Policies: Are we ready for UDL?**

Presenters: Djenana Jalovcic and Susan Moisey

Abstract: The Canadian disability educational, and accessibility policy landscape represents a patchwork of provincial and territorial legislation, regulations and policies. There is no integrated disability policy at the national level. The Canadian Charter of Rights and Freedoms is the overarching rights document in which provincial Human Rights Acts and disability policies are rooted. Similarly, educational policies are provincial and territorial jurisdiction. Accessibility policy and legislation are emerging within provinces and territories.

The proposed presentation uses the disability lens and the scoping review method to map out the Canadian disability, education and accessibility policies. It provides a description of the current policy environment and its potential impact on students with disabilities at institutions of post-secondary education. The presentation of the policy analysis will be a starting point for a discussion about whether Canada is ready for Universal Design for Learning (UDL) as an approach to achieving full participation of Canadians with disabilities in post-secondary education.

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Audience: faculty and tutors, course and instructional designers, student services staff, policy administrators, procurement staff

Learning Objectives:

- To improve understanding of the current Canadian disability, education, and accessibility policies and the relationship among them.
- To introduce the disability policy lens as a tool for analysis of the current policy environment
- To discuss whether the current policy environment is conducive to implementation of UDL as an approach for ensuring the full participation of students with disabilities in Canadian post-secondary education.

Biographies:

Djenana Jalovcic is a doctoral student in the Centre for Distance Education, Athabasca University. She is an educator with over 20 years of experience in the disability sector internationally. Her research interest is online learning for students with disabilities. She teaches disability and community development courses online at Algoma University.

Dr. Susan Moisey is an Associate Professor and the Master of Education Program Director in the Centre for Distance Education, Athabasca University. In addition to teaching, she advises students, supervises thesis, and conducts research in the areas of instructional design, community building, distance education for students with disabilities, and inclusive education.

## **L2 Virtual Presentation - Charting the Course: Applying Universal Design to Disability Services**

Presenter: Debbie O'Halloran

Abstract: The Counselling and Disability Services team made a decision to move our practices in the direction of a social model of delivery with the intent to remove procedural and environmental barriers. We have embraced the philosophy that disability is an aspect of diversity, thus shifting the problem from the individual with the disability to the problem with design of environments. This session will walk you through the DS team's journey—from the development of a mission statement to the design of accessible, inclusive DS practices. Learn from our experiences in making changes in our thinking and office practices, including relationship with faculty.

Audience: Student Service Providers, Faculty, and Tutors

Learning Objectives: Participants will be able to

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- Understand the importance of reframing values and practices in a DS office
- Explore the role of design as it relates to inclusion
- Consider concrete examples of universal design practices in service delivery.

## Biography:

I am a lifelong learner and believe that change is essential to developing new opportunities and making a difference. For the past ten years, I have held the position of Chairperson, Counselling & Disability Services at Keyano College. Previously, I was a teacher, counsellor in the public school system. I played a key role in developing a Disability Services (DS) office at Keyano. I am now in the process of changing the DS model to include design specific to diverse users, with the outcome of promoting welcoming, inclusive, and sustainable environments.

## **L3 Duty to Accommodate: Compliance to Engagement**

Presenter(s): Wade King and Teddi Doupe, University of Alberta

Abstract: Duty to accommodate legislation provides the legal basis and driver of processes such as universal design. Accommodation enables equitable participation in the areas of employment, tenancy, education and access to other goods and services. Accommodation should be provided in a manner that respects the dignity of the individual, meets the needs of that particular individual, promotes integration and full participation, and respects confidentiality. It also must be balanced with the needs and resources of the body providing the accommodation.

This session will outline the basics of accommodation, with a further exploration of how to foster support and buy-in to accommodation initiatives. It will also address why proactive accommodation measures, such as UDL are a benefit to organizations and learners.

Participants can expect to come away with a greater understanding of what the duty to accommodate is and how to effectively apply it.

Audience: All

## Learning Objectives:

- Participants will have a greater understanding of Duty to Accommodate Legislation
- Participants will understand how to apply the legislation to their environments/work.

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- Participants will understand how to identify and remove barriers to accommodation

### Biographies:

Wade King is the Safe Disclosure & Human Rights Advisor to the University of Alberta. A position accepted in February 2009. He currently serves as Past-President of the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education (CAPDHHE), is an Advisory Board member of the Canadian Institute of Diversity and Inclusion and is a member of the Edmonton Business Diversity Network. Mr. King has over 14 years of experience in the public and post-secondary sectors; primarily in the areas of human rights, diversity & inclusion, community relations and safe disclosure. Prior to his current position, he served as the Senior Diversity and Inclusion Consultant with the City of Edmonton, Outside of work, Wade is active in various diversity and human rights organizations, such as the Pride Centre of Edmonton.

Teddi Doupe volunteered with the University of Alberta's Specialized Support & Disability Services, now Student Accessibility Services (SAS), for several years before becoming Effective Reading & Writing Strategies Instructor for the Program for Students with Learning Disabilities (PSLD) in fall 1995. Over the years, her role evolved into Manager, Services for Students with Learning Disabilities. She led the PSLD, coordinated services for students with learning disabilities, and worked directly with students, teaching a few classes and individual sessions each term. Teddi has represented SAS on many committees and as a liaison to groups interested in accessibility and disability. Her affiliations have included various leadership capacities with the Learning Disabilities Association of Alberta and LDAA - Edmonton Chapter, the provincial Learning Disabilities Association of Alberta conference, the Post-secondary Providers of Services for Students with Disabilities, the Alberta Student Services Conference, and the Canadian Association of Disability Service Providers in Post-Secondary Education. She is a member of the Canadian Association of College and University Student Services, the Association of Higher Education and Disability, and the Society for Teaching and Learning in Higher Education. Teddi has also enjoyed teaching in the Faculty of Education, working with the Fresh Start Program and the Academic Support Centre at the University of Alberta, and serving as an English language rater for the Association of Visual Language interpreters of Canada. More recently, Teddi was hired as the Associate Director for SAS and is relishing this newest challenge.

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## L4 UDL and Online Learning: The Importance of Choosing and Using Accessible Technology

Presenter: Terrill Thompson

**Abstract:** Educators have many options when choosing technologies they can use to enhance online teaching and learning. But how can we ensure the technologies we're choosing and using will enhance education for everyone, and not erect barriers for groups of students with certain characteristics? This session will explore the current landscape of technology accessibility in higher education, and will identify strategies for effecting change on college campuses. The interdependent roles of all stakeholders will be discussed, and participants will leave with action items for getting started.

**Audience:** The proposed session is intended for all audience. In fact, a key part of my message is that everyone has a role to play in making education more accessible including policy administrators, procurement staff, web developers and designers, IT specialists and programmers

**Learning Objectives:**

- Participants will be able to describe at least three accessibility problems that are caused by poorly designed education technologies.
- Participants will be able to describe at least three strategies for addressing technology accessibility problems at higher education institutions.
- Participants will be able to identify at least one specific step that they personally can take to improve technology accessibility following the conference.

**Biography:**

Terrill Thompson is technology accessibility specialist with the University of Washington. In this role, he works to promote information technology accessibility by giving trainings, developing resources, providing consultation and support, and conducting research. He does this for the UW community as part of UW-IT Accessible Technology Services (<http://uw.edu/accessibility>), and does it for the rest of the world through The DO-IT Center (Disabilities, Opportunities, Internetworking, & Technology, <http://uw.edu/doiit>). Terrill has 20 years experience in the IT accessibility field, and has presented at numerous conferences and consulted widely with government, private industry, and higher education entities on IT accessibility issues.

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## L5 Forging a New Path: College/University Collaboration in the Creation of a UDL Faculty/Toolkit

Presenter: Roberta Thomson

Abstract: Through the analysis of 77 interviews with faculty across five post-secondary institutions in Quebec, a new path is being forged to respond to the diverse student population on today's campuses. This collaborative project explores the facilitators and stressors experienced by faculty across disciplines in their use of the Universal Design for Learning framework. The project goal is the creation of an accessible, bilingual online toolkit, to support faculty in building responsive learning environments aligned with UDL.

Audience: faculty and tutors, course and instructional designers, policy administrators and student service staff

### Learning Objectives for Participants

- To understand the context of this Chantier 3 collaborative Quebec project.
- To discover the key facilitators and stressors experienced by faculty in their implementation of UDL.
- To understand the themes gained from the interviews with faculty in relation to their use of UDL in their pedagogical practices.
- To identify aspects of one's own practice that can shape access or barriers for students and/or faculty.

### Biography:

Roberta Thomson is the project coordinator of the allUDL Faculty/Toolkit project. She also teaches at the post-secondary level in the college and university settings, on courses related to education and inclusion.

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## Thank You and Evaluations

Thank You for being part of Impact UDL.

Our hopes are to grow as a community of like-minded people, implementing UDL and Accessibility in online learning. Showcase your efforts and collaborate on initiatives wherever possible. Let Impact UDL know:

On our Facebook Group – <https://facebook.com/groups/impactudl>

On our Twitter feed - <https://twitter.com/impactudl>

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E-mail - [udlevent@athabascau.ca](mailto:udlevent@athabascau.ca)

We would appreciate your feedback through social media posts or evaluations of the conference and sessions. The evaluation forms can be found on our conference site: <http://udl.athabascau.ca/survey/>

Keep on designing well and have an impact on your campus