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00:00:01,785 --> 00:00:12,944

Welcome to our last recommended session of the UDL practicum, a panel discussion with instructors who have implemented UDL in their courses.

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00:00:12,945 --> 00:00:18,524

And I've got, three instructors here with me today who have done this, over a, over

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00:00:18,525 --> 00:00:22,914

the course of a few years, and are going to share their experiences with you.

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00:00:22,934 --> 00:00:29,444

So if you guys could introduce yourself: give your name, the course you taught, and then we'll dive into talking about UDL.

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00:00:29,804 --> 00:00:33,584

David, why don't you go first? You were here first. [David:] [laughs] Thanks Jim.

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00:00:34,124 --> 00:00:40,184

Hi everybody. My name is David Noffs. I'm a Senior Learning Designer in the, School of Professional Studies.

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00:00:41,324 --> 00:00:52,544

But I also teach, in the School of Professional Studies in, in the specialization, which is, information design and strategy specialization.

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00:00:53,324 --> 00:01:01,874

A lot of our students are, learning to become, learning designers, instructional technologists, trainers.

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00:01:02,744 --> 00:01:11,504

And so, a lot of what I teach is, is around how to design, lessons for online learning.

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00:01:12,164 --> 00:01:16,574

And accessibility is a big part of that. [Jim:] Ilya, how about you?

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00:01:17,264 --> 00:01:22,424

[Ilya:] Hi everyone. I'm Ilya Mikhelson. I'm an Associate Professor of Instruction in Electrical Engineering.

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00:01:23,324 --> 00:01:26,174

I teach, a handful of courses.

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00:01:26,324 --> 00:01:34,154

The ones I'll focus on here are going to be, Engineering Analysis One, which is a course that all freshmen engineers have to take.

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00:01:34,394 --> 00:01:36,614

So it's about 500 students in that course.

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00:01:36,884 --> 00:01:43,124

And the other one is Introduction to Electrical Engineering, which is a smaller course, usually around 40 or so people.

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00:01:43,754 --> 00:01:50,354

So yeah, quite different experiences, but, but hopefully I can touch on both. [Jim:] And Judy.

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00:01:50,864 --> 00:01:58,184

[Judy:] Hi everyone, I'm Judy Franks. I'm an Assistant Professor, at Medill, and I teach in the Integrated Marketing Communications program.

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00:01:58,604 --> 00:02:04,544

I teach undergrads and grads, and I teach on the premise, and also online.

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00:02:05,054 --> 00:02:12,104

And my main courses I teach, are Consumer Insight, and, Media and Marketing courses.

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00:02:12,974 --> 00:02:15,556

[Jim:] Well, thank you to all three of you for being here today.

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00:02:19,496 --> 00:02:25,016

What UDL elements have you implemented in your course, that you've found to be successful?

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00:02:25,016 --> 00:02:28,616

You could explain a little bit about how— what you did, and how you did that.

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00:02:28,616 --> 00:02:31,385

And, I will—we'll start with Judy.

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00:02:31,598 --> 00:02:37,538

[Judy:] So, actually I've been at this for a while, so—I've taken baby steps.

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00:02:37,538 --> 00:02:41,288

But, each quarter I try to take an additional baby step,

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00:02:41,298 --> 00:02:43,598

so there are a lot of things that are in place now.

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00:02:44,738 --> 00:02:52,418

One of the things, in fact a really interesting thing is, where does UDL start and stop relative to flipped classroom pedagogy?

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00:02:53,228 --> 00:03:06,238

So, I have, taken a lot of my materials that I would historically deliver in the classroom, and I've now put them onto Canvas, in different modalities.

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00:03:06,248 --> 00:03:11,198

So whether it's, video, but also things that people can read.

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00:03:11,588 --> 00:03:19,538

I'm also doing redundancy between, video and podcasts, because I notice some students like to read and listen.

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00:03:20,228 --> 00:03:31,088

So really taking, that time stress out of the classroom, and moving the materials onto Canvas so students can process at their own pace.

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00:03:31,478 --> 00:03:34,088

So that's been a big change that I've made.

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00:03:35,078 --> 00:03:41,078

Another big change that I've made, and we'll talk about this a little, in a little bit, because it's kind of a mixed bag,

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00:03:41,558 --> 00:03:46,928

is I've taken the constraints off of my assignments in terms of, format,

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00:03:46,928 --> 00:03:56,858

and I give students a lot of, creative freedom, to answer the assignment, however they want, based upon their own preferred way of expressing themselves.

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00:03:57,158 --> 00:04:05,378

And, like I said, we'll talk about that in a bit. So those would be, I'd say, the two, key areas of change that I've made.

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00:04:05,978 --> 00:04:14,498

Oh, also, I no longer time any of my assessments, for any student in the classroom.

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00:04:15,481 --> 00:04:20,051

[Jim:] Thanks, Judy. Ilya, how about—or David, you look like you're ready to go, so why don't you go ahead?

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00:04:20,191 --> 00:04:26,761

[David:] Okay. I was just going to jump in. Yeah, I think the biggest changes that I made to,

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00:04:28,541 --> 00:04:37,561

IDS 425 which is, Learning Environment Design course I teach, has really been to, deliver the content that I used to have—

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00:04:37,571 --> 00:04:43,391

I used to have weekly videos, which, at the time I thought was, that was delivering

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00:04:43,661 --> 00:04:48,311

the content in a different way rather than a regular, written or lecture format.

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00:04:49,811 --> 00:04:58,360

But what I did is I, I changed it so that I have, multiple ways of delivering content week after week, to help with engagement.

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00:04:58,361 --> 00:05:02,321

So I, I did this just about a year ago, changed it

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00:05:02,321 --> 00:05:04,240

so I've got video one week;

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00:05:04,241 --> 00:05:14,831

I've got audio, where I just do, like a podcast-style several weeks; and then some weeks I just have literally like a brief text, introduction.

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00:05:15,131 --> 00:05:27,551

And then the other thing that I did, throughout, throughout the course, was that I, have let students, submit assignments in multiple formats.

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00:05:28,211 --> 00:05:34,131

So: video, written, or their own podcast style. And,

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00:05:34,691 --> 00:05:40,931

and trying to get students thinking of different ways that they, can express their, ideas and submit their work.

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00:05:41,831 --> 00:05:46,061

So those are probably the two biggest changes that I think I've made over the past year to my courses.

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00:05:48,161 --> 00:05:57,041

[Jim:] Thanks, David. Ilya, how about you? [Ilya:] Yeah, so, I'm really into making supplementary videos for my classes.

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00:05:57,041 --> 00:06:03,231

That, that's one of the biggest things that I've done. And I've been doing that for, a little while at this point actually.

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00:06:03,241 --> 00:06:07,781

I started in 2013, so I guess that's ten years ago at this point, which is pretty crazy.

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00:06:08,441 --> 00:06:17,080

But I started, with, with making, short little videos that—to kind of supplement the material in the classroom, and posted those on YouTube,

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00:06:17,081 --> 00:06:23,471

so students would have, easy access to them. And, they range anywhere from like, a couple of minutes to explain a

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00:06:23,471 --> 00:06:29,411

problem or two, to maybe like, 10-20 minutes to get into like a deeper dive about a classroom topic.

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00:06:29,831 --> 00:06:33,851

And, around 2017 I started also recording all of my lectures, just,

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00:06:33,851 --> 00:06:40,301

just live, and posting them in a private channel, on YouTube also for my students to be able to, access.

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00:06:40,301 --> 00:06:46,271

And, it's been great. I mean, everybody likes having that as a resource.

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00:06:46,311 --> 00:06:53,020

I started doing it because, I myself prefer videos to, to learn new material. Whenever I want to learn anything new,

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00:06:53,021 --> 00:06:57,311

my first go-to is YouTube and then, textbooks and other such resources.

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00:06:57,311 --> 00:07:01,121

So I figured I'd, I'd kind of do what feels natural for me.

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00:07:02,561 --> 00:07:07,151

So that's been one thing. And another thing I've experimented with—so this is, this is pretty brand new.

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00:07:07,151 --> 00:07:19,571

In fact, I'll be talking about this at, TEACHx, is I've, I've modified my exams in Introduction to Electrical Engineering, to, be a

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00:07:19,571 --> 00:07:26,021

choice of topics, which kind of engage students in a different way and allow them to express themselves in different ways.

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00:07:26,231 --> 00:07:32,231

And specifically—I mean, this is for electrical engineering, but I hope this kind of same thing can apply to other disciplines.

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00:07:32,231 --> 00:07:36,610

But, there I had them either, analyze a circuit, which is, which is more just

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00:07:36,611 --> 00:07:43,061

you know, analysis skills; build a circuit, which is more kind of, a hands on approach,

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00:07:43,061 --> 00:07:48,671

which some people prefer; or to write a children's book about a class topic, which was more of a creative route.

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00:07:49,511 --> 00:07:55,451

And, all of these were over the course of several days. So no, no real time constraints, realistically.

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00:07:56,261 --> 00:08:00,281

And it proved to be a really fun and, I think worthwhile experience.

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00:08:00,281 --> 00:08:04,721

So I did that for both my midterms and my final exam. I ran it for the first time last quarter, so

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00:08:04,721 --> 00:08:10,961

I don't have a huge amount of data yet, but, at least preliminary data, which I'm happy to share throughout, this panel.

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00:08:12,861 --> 00:08:16,611

[Jim:] Well thank you, all. And Ilya, I'm gonna keep this with you to start the next question.

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00:08:16,701 --> 00:08:24,500

I think this is a great follow-up to what you just said. But I'd be interested to know, how these UDL changes that you have made have impacted

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00:08:24,501 --> 00:08:28,490

students in your class, and what kind of feedback you've had around the changes, for—

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00:08:28,491 --> 00:08:32,241

And that'll go for all of you, but we'll start with with Ilya here. [Ilya:] Sure. Yes.

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00:08:32,361 --> 00:08:40,161

So for the videos, I think it's pretty straightforward. I mean, especially for things like lecture recordings, it's, it's very low-burden for me.

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00:08:40,821 --> 00:08:50,210

And yet when students aren't able to come to class for, any number of reasons, they have the actual, happenings of the class, on record.

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00:08:50,211 --> 00:08:54,770

So, you know they're not, they're not trying to play catch up. They have an actual record of what happened.

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00:08:54,771 --> 00:08:59,031

So, that's been pretty much unanimously positive, that that's available.

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00:09:00,171 --> 00:09:07,101

I started off actually, when I first started doing it, I would only release the videos on a case-by-case basis.

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00:09:07,281 --> 00:09:10,670

So a student would be like, "I'm going to be out, so can, can I please have the video?"

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00:09:10,671 --> 00:09:17,330

And I'd be like, "Sure," you know. Because I thought that if I would release it for everyone, then, attendance would go way down.

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00:09:17,331 --> 00:09:22,491

But that was actually not the case, as I learned later, when I just, decided to ultimately just release them.

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00:09:24,231 --> 00:09:30,081

Yeah. So that was a pleasant surprise for me. And again, has been well-received by the students.

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00:09:30,421 --> 00:09:37,271

The helper videos as well. That one, I can't say as much, what impact it made, because I actually did it my first year teaching.

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00:09:37,521 --> 00:09:44,571

So, I don't have really a before, and after, just—you know, I think the, the students have used it as a resource.

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00:09:44,571 --> 00:09:55,551

I know that, from, CTECs, from word of mouth, but I don't know, how things were before necessarily. As far as the tests,

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00:09:56,031 --> 00:10:00,170

that one has been an interesting experience, because, I thought it would be kind

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00:10:00,171 --> 00:10:04,701

of, double-edged because, these examinations did end up taking a lot more time.

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00:10:04,821 --> 00:10:08,210

So, you know, an in-class exam, that's one hour. For better or worse,

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00:10:08,211 --> 00:10:13,040

you're done. With these, I asked the students to write down how long the experience took them.

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00:10:13,041 --> 00:10:21,261

And it was very much, you know, very consistently, over like 3 hours, even up to like 10 hours in some cases.

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00:10:22,221 --> 00:10:28,651

And after the midterm, I actually asked the class, I asked them, "Do you want to, keep doing it this way?

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00:10:28,671 --> 00:10:35,901

Because I notice that instead of one hour, some of you took 10 hours," and everybody said yes, they would prefer that.

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00:10:36,111 --> 00:10:38,510

And, and the responses were mostly, you know,

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00:10:38,511 --> 00:10:44,840

"It took 10 hours because, I had the time to, double-check my work, and just, and try different things and different approaches,

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00:10:44,841 --> 00:10:52,701

things I couldn't do on a regular exam." So, you know, they said they could have probably done it in an hour, if they were crammed, for time.

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00:10:52,701 --> 00:10:58,190

But because they weren't, they, they very much appreciated and were okay with taking the extra time.

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00:10:58,191 --> 00:11:04,010

So. I think actually out of the class of 40, one student—because this was an anonymous poll,

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00:11:04,011 --> 00:11:07,501

but ,one student dissented and said, "I would prefer an in-class exam."

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00:11:08,571 --> 00:11:13,971

But, but yeah, it was, it was pretty much everybody saying they preferred this, approach.

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00:11:14,421 --> 00:11:20,661

So I think the overall impact has been, very positive in both cases, with the videos and with the exams.

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00:11:21,681 --> 00:11:27,081

[Jim:] Before I let David and Judy answer the question, I do have just one quick follow up with this. Because if it's so new,

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00:11:27,261 --> 00:11:31,910

do you feel like you've seen the—are the students understanding your material better when

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00:11:31,911 --> 00:11:37,191

they have that opportunity to go in and, and display things that way, as opposed to an exam?

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00:11:37,611 --> 00:11:44,481

[Ilya:] Yeah, that's, that's also a great question, and one that I kind of wrestle with myself, and want to, kind of look into more.

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00:11:45,471 --> 00:11:51,231

I think that the work that students produced was higher caliber than what they could have produced on a in-class exam.

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00:11:52,881 --> 00:11:58,461

And by the way, another nice thing that comes out of this—so I've had experience with take home exams before.

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00:11:58,671 --> 00:12:05,901

I'm not a huge fan, because the, the temptation to cheat is quite high and, some people succumb to it.

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00:12:05,901 --> 00:12:12,321

And that's unfortunate. I would prefer to, to make sure everybody, you know, is on the same kind of playing field. With this,

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00:12:12,351 --> 00:12:18,051

cheating was almost impossible, actually. I mean it would've been so obvious if somebody wrote, a children's book together.

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00:12:18,051 --> 00:12:21,441

It would be the same book. Or, if they built, exactly the same story.

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00:12:21,891 --> 00:12:27,620

Just from the very nature of it, there are very natural variations, that are, very obvious.

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00:12:27,621 --> 00:12:33,021

And, I'm glad to say I didn't see any indications of cheating, on these exams.

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00:12:35,301 --> 00:12:38,401

So. Yeah, so—sorry,

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00:12:38,721 --> 00:12:45,290

I got a little sidetracked. Can you please state your question one more time? [Jim:] I think you got most of that. I was kind of getting at,

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00:12:45,291 --> 00:12:48,441

do you feel like the students understand things better when they're— [Ilya:] Oh yes! Exactly.

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00:12:48,511 --> 00:12:57,381

Exactly. The part I wrestle with, is, is, does it actually has the same breadth of knowledge, as traditional exams?

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00:12:57,381 --> 00:13:01,430

And the answer is no. Right? Because I tell them, you know, build this circuit.

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00:13:01,431 --> 00:13:06,951

Does that circuit test exactly the same things that analyzing a circuit, or writing a children's book is going to test?

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00:13:07,131 --> 00:13:08,481

And the answer is definitely no.

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00:13:08,661 --> 00:13:15,681

So the students get to pick, kind of a niche, in what they actually are passionate about, and display that they are good at that thing.

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00:13:15,921 --> 00:13:21,111

Now I think that each of those topics is representative, of the course as a whole,

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00:13:21,261 --> 00:13:27,911

but of course, it is not all the material in the course as a whole. Only, a paper examine on every single topic, with short questions,

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00:13:27,921 --> 00:13:37,671

could actually tackle that. Right? So, it is a little bit, you know—I'm a little torn on that aspect of it because, yeah,

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00:13:37,761 --> 00:13:42,351

it could be the student, you know, only learned literally one thing the whole course, and can ace my exam.

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00:13:43,011 --> 00:13:46,431

And is that a fair assessment of everything they've learned throughout the course?

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00:13:46,701 --> 00:13:51,231

I mean, my claim is yes, because, any takeaways on that level of understanding,

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00:13:51,231 --> 00:13:55,761

I think are a great outcome for a course, but not everybody may agree with that.

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00:13:56,001 --> 00:14:02,831

So, I would say that, yes, I'm, I am a little torn, on that aspect. [Jim:] Alright, well thanks, Ilya.

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00:14:02,851 --> 00:14:10,101

Judy, how about you? How about student impact, and any feedback you've gotten on your UDL, adjustments?

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00:14:10,971 --> 00:14:22,221

[Judy:] So, the interesting thing, is, the main feedback I've received are from students, who otherwise didn't require any learning accommodations.

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00:14:23,391 --> 00:14:26,451

Their stress levels went way down. That—

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00:14:26,721 --> 00:14:35,001

So, the fascinating thing is, you know, here we make adjustments, to embrace, learners of all abilities, and all different styles.

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00:14:36,201 --> 00:14:42,591

But the students who just historically, you know, go about their business, they didn't have accommodations

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00:14:42,651 --> 00:14:50,841

from ANU. Just, giving them the flexibility, and the options to, do things at their own pace.

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00:14:51,291 --> 00:14:56,541

It was amazing, because I heard that, time and again, like, "Oh my gosh,

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00:14:57,111 --> 00:15:06,831

this was so helpful not to have a timed exam," or, "I really enjoyed having the opportunity to listen to at my own pace."

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00:15:07,351 --> 00:15:10,302

So that was really really, cool. [Jim:] Awesome.

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00:15:10,983 --> 00:15:16,113

David, how about you? [David:] Yeah I think, for, for my students,

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00:15:16,113 --> 00:15:28,163

the biggest, feedback that I get from it is really, the students sort of tend to tailor their, assignments or their submissions.

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00:15:28,173 --> 00:15:32,703

They use the technology they need, so they feel more empowered, you know,

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00:15:33,393 --> 00:15:38,973

when they feel like, "Oh I can, I can leverage whatever is the best, kind of technology."

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00:15:39,513 --> 00:15:42,933

And so that's a real, you know, it's a real break for a lot of them.

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00:15:42,933 --> 00:15:48,333

In fact, some of the students who are, who are new, in the program, come in and,

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00:15:49,803 --> 00:15:53,673

you know, it takes a little bit of time for them to sort of get acclimatized.

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00:15:53,673 --> 00:15:59,822

They expect everything to be, you know, given to them in a kind of a written format, or, or even a video format.

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00:15:59,823 --> 00:16:06,453

And when they're allowed to, submit in multiple, different ways, they feel like they have control,

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00:16:06,483 --> 00:16:13,113

more control, over, over, over the technology which, I think is, is transformative for a lot of them.

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00:16:13,173 --> 00:16:14,824

They're not used to that.

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00:16:21,550 --> 00:16:27,940

whether it's, come to class on Zoom, or come to class in the physical classroom on campus,

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00:16:28,690 --> 00:16:36,910

that classroom experience needs to be enhanced by, the collective experiences of us all being together.

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00:16:37,270 --> 00:16:41,979

So I've literally reshaped, my curriculum, in such a way.

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00:16:41,980 --> 00:16:43,629

And some students—you're going to like this.

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00:16:43,630 --> 00:16:52,060

Some students complain, and say, "You know, this is not, a course where you can come to class chill, and lean back, and just take notes.

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00:16:52,360 --> 00:16:57,999

You need to be, like prepared. And she makes you, participate throughout class."

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00:16:58,000 --> 00:17:09,220

And I'm like, "Oh, I'm so sorry. But, yeah you're right." So the idea is, what can we do in a classroom that we otherwise could not do?

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00:17:09,700 --> 00:17:20,860

So I do a lot more... I'll throw a, a case up on the wall, and I'll say, you know, "Based on your readings, and based upon what we're talking about,

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00:17:20,890 --> 00:17:26,260

let's get into groups of, four students, and debate the pros and cons of this case.

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00:17:26,260 --> 00:17:32,469

And, you've got 20 minutes and then I'm gonna bring the class back together, and, hear from each group."

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00:17:32,470 --> 00:17:36,010

And then I use it kind of like as a live teaching model.

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00:17:37,150 --> 00:17:47,139

So it kind of—the interesting thing, is it makes them excited to come to class. And they know that, they can't miss class, because, their experiences,

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00:17:47,140 --> 00:17:50,703

like they can't just grab lecture notes from another student.

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00:17:58,200 --> 00:18:03,300

What made you decide to want to, approach things from a UDL perspective?

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00:18:03,300 --> 00:18:06,420

And Judy, I'm gonna start with you on this one. [Judy:] Okay um.

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00:18:06,970 --> 00:18:14,010

A couple very personal reasons, one of which is, I am legally deaf.

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00:18:15,480 --> 00:18:22,020

And so... I—as some of you might see the closed captioning at the bottom of the Zoom screen.

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00:18:22,530 --> 00:18:32,750

So, understanding that not all modalities work for me. You know, taking away that barrier because, I love what I do at Northwestern.

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00:18:32,790 --> 00:18:39,750

I've been at Northwestern for 14 years. I'd be heartbroken if my disability, led me to have to leave.

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00:18:39,750 --> 00:18:45,900

So I will, fight and claw, and make sure that I can still be a great educator.

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00:18:46,350 --> 00:18:56,250

And then, the other real personal experience is, my son who is now 25, is on the autism spectrum, and, his brain works differently.

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00:18:56,250 --> 00:19:03,450

And I watched him all throughout school, in some ways really excel, but in some ways,

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00:19:03,930 --> 00:19:09,150

you know fail miserably when, you know the teacher had, a set approach,

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00:19:09,150 --> 00:19:12,449

And here's your graphic organizer, and here's how you're going to do it.

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00:19:12,450 --> 00:19:18,450

And this, you know like, they put so many constraints around him, that I realized, like,

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00:19:18,630 --> 00:19:25,560

he's a super smart kid, and, we were imposing barriers on his ability to express himself.

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00:19:26,400 --> 00:19:35,520

So when, Jim approached me, and asked if I wanted to be a part of the pilot, it was really personal and, I was really grateful for the opportunity.

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00:19:36,218 --> 00:19:47,558

[Jim:] Thanks, Judy. David, how about you? [David:] Well, you know, apart from—I mean, the work that I do as a, as a learning designer, for distance learning,

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00:19:49,238 --> 00:19:54,188

you know, has taught me over the years that, I mean that's fundamental to all of our courses.

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00:19:54,818 --> 00:19:59,918

We want to make sure that any course that we work on, that we design, is accessible to all of our students.

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00:20:00,638 --> 00:20:03,338

But it's also—there's, a personal side as well.

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00:20:05,378 --> 00:20:12,668

During my teaching, you know, I've worked with students with some severe, challenges, some learning challenges.

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00:20:12,668 --> 00:20:20,518

And, it's really been those, teaching moments, where I've had to, you know,

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00:20:20,558 --> 00:20:27,818

work with, with students via Zoom calls, and actually watch them go through, using a screen reader for exam—

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00:20:28,058 --> 00:20:32,348

for example, that I realized just how critical it,

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00:20:32,828 --> 00:20:39,487

important it is that, you know, that we make sure that all of our courses are accessible to students.

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00:20:39,488 --> 00:20:44,888

It's, it's there... It's their gateway, to the knowledge that we're providing.

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00:20:45,458 --> 00:20:48,158

And so, you know, it's very personal to me.

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00:20:48,158 --> 00:20:59,468

And when, when instructors, you know think of it as being kind of a, you know, something that's a luxury, I remind them that, you know,

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00:20:59,828 --> 00:21:08,828

if there's just one single student, that we can, extend this to and make our courses, available to them and the information that we provide,

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00:21:09,128 --> 00:21:12,398

then it's worth the effort to go that extra, extra step.

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00:21:12,398 --> 00:21:16,328

So, both personal, and also professional.

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00:21:18,138 --> 00:21:21,488

[Jim:] Thanks, David. Ilya, how about you? [Ilya:] Yeah.

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00:21:21,498 --> 00:21:29,508

I mean, I started doing, these things mostly just because, I thought that it would have been helpful to me when I was a student.

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00:21:29,748 --> 00:21:34,428

And, I thought I would share that with, with all of my students.

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00:21:34,438 --> 00:21:38,928

So, like I mentioned, I like learning from videos, so I made a bunch of videos.

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00:21:39,588 --> 00:21:43,648

I don't like traditional exams, so I tried to change that as well.

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00:21:44,418 --> 00:21:50,117

I mean, in the background obviously, I'm always thinking about, you know, is,

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00:21:50,118 --> 00:21:55,607

is, what we're currently doing the best way for students to actually learn and express themselves?

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00:21:55,608 --> 00:21:59,058

And, in my opinion, there's more that could be done.

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00:21:59,058 --> 00:22:03,288

And again, with the videos, the simplest thing, record your lectures.

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00:22:03,308 --> 00:22:12,138

I mean, not everybody is able to, make it for whatever reasons, and they should not be disadvantaged because of it. With exams,

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00:22:12,348 --> 00:22:19,518

not everybody takes exams the same way. I mean, that's evident from, you know, before college, with, with standardized tests.

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00:22:19,518 --> 00:22:24,108

And I mean, testing in general. It's evident in college, for sure.

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00:22:24,108 --> 00:22:32,238

And, and yet. And why, why should we say that everybody should, express their knowledge in the same exact way?

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00:22:32,238 --> 00:22:37,637

So, kind of revisiting those things, in my head often, kind of formulates a game

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00:22:37,638 --> 00:22:43,398

plan for me, and it materializes over, maybe the course of years—not, not like,

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00:22:43,398 --> 00:22:46,438

you know, spontaneously, because, you know,

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00:22:46,578 --> 00:22:52,578

I've only tried the exam thing, for the first time this year, and I've been teaching for a decent amount of time now.

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00:22:52,818 --> 00:23:02,118

So, I think just constantly thinking about what could be improved, is my main kind of driving, force, for making these changes. [Jim:] Awesome. Thanks.

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00:23:03,556 --> 00:23:11,896

What um, what unexpected difficulty have you run into during implementation or what have you tried, UDL-wise that didn't work?

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00:23:12,526 --> 00:23:22,425

[Judy:] Yeah. So I've, I've run into, a couple, surprising issues, one of which is, we're dealing with—and, and I'll focus more on undergrad and our younger grad students.

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00:23:22,426 --> 00:23:28,786

They've come out of an education system, where, they were told precisely what to do.

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00:23:29,266 --> 00:23:34,816

Like, "Here's your rubric; here's your graphic organizer; here's the word count.

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00:23:35,146 --> 00:23:43,056

This is exactly what I'm looking for." And, in my assignments, I give—I now give students incredible creative freedom.

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00:23:43,316 --> 00:23:49,725

And it causes a new level of anxiety. Because they come to me, "Well, what's the word count? Like,

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00:23:49,726 --> 00:23:53,836

what do—" And I'm like, "You don't even have to do words. You can do a podcast if you want."

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00:23:54,106 --> 00:23:58,276

"Well, should my video—if I want to do a video, should it be 10 minutes long?"

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00:23:58,276 --> 00:24:03,826

And I'm like, "It should be, as short or as long as you need for it to be, to communicate the assignment."

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00:24:04,276 --> 00:24:08,706

And, that freedom causes a new level of anxiety.

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00:24:08,716 --> 00:24:15,375

So, I've been, speaking with Jim and Jim has, encouraged me to maybe dial it back a little bit.

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00:24:15,376 --> 00:24:24,256

So instead of just giving them, you know complete creative freedom, to give them choices and guidelines, like "You may want to consider this;

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00:24:24,256 --> 00:24:27,076

you may want to consider that," to kind of help them.

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00:24:27,976 --> 00:24:28,900

And then the other thing. I still haven't cracked the code, on,

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00:24:32,126 --> 00:24:40,016

how to embrace UDL in group work. So, how, how do you manage the fact that you've put together a group of five students,

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00:24:40,346 --> 00:24:44,906

and four out of five students want to work a certain way and that fifth student,

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00:24:44,926 --> 00:24:48,145

is a different type of learner.

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00:24:48,146 --> 00:24:55,225

How do we, negotiate that? And that's something that, I continue to work with Jim on, to get help.

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00:24:55,226 --> 00:24:59,625

I have not cracked the code on that yet. [Jim:] That is a tough one.

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00:24:59,626 --> 00:25:03,136

We're still trying to—we're still looking at what the best approach for that would be.

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00:25:03,136 --> 00:25:03,844

But uh,

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00:25:03,844 --> 00:25:08,668

Judy thank you, for, being with us today, and appreciate all your work with UDL.

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00:25:08,668 --> 00:25:11,201

[Judy:] Well, thank you and, good luck to everyone! My apologies for having to leave early.

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00:25:18,150 --> 00:25:23,940

What kind of difficulty have you run into during implementation of something, or is there something that, that hasn't worked?

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00:25:23,940 --> 00:25:28,890

Because, you know, a lot of this is some kind of experimenting with things, and seeing what does and doesn't work.

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00:25:28,890 --> 00:25:32,010

So, there are bound to be things that, that don't sometimes.

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00:25:32,220 --> 00:25:36,320

David, I'll go to you first. [David:] Um, yeah.

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00:25:36,330 --> 00:25:39,510

I think that, that Judy kind of hit on it.

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00:25:39,510 --> 00:25:46,140

But I think that, you know creating some stress where, where perhaps, you know,

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00:25:46,190 --> 00:25:51,179

it's, it's unexpected for students, just sort of, giving them, too many options to go with.

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00:25:51,180 --> 00:25:59,970

And I've had students, you know come back to me and, and just, just say, "Look, you know, can you prescribe a way for us to do this?"

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00:25:59,970 --> 00:26:06,510

You know if you leave it too open, a lot of students are kind of stressed out by having that choice.

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00:26:07,350 --> 00:26:15,100

So I think um, that's one thing. And then... and then the other is, is just, you know,

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00:26:16,210 --> 00:26:22,180

creating, like a video format, or an audio format, and... you know,

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00:26:23,620 --> 00:26:30,280

making it easy for students to be able to get access to the different formats, in the one place.

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00:26:30,850 --> 00:26:38,649

So, it's, it's more of a design problem that I've, I've seen, but it's, it's like, you know,

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00:26:38,650 --> 00:26:44,140

not trying to have too many pages, for students to have to kind of, navigate.

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00:26:44,590 --> 00:26:50,590

So navigation can be a real hazard for a lot of students and, making sure that

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00:26:50,590 --> 00:26:55,479

they can find a path to the information, without having too many alternatives.

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00:26:55,480 --> 00:27:04,350

If they can go to—you know, if they, if they have video, audio, and text, all over the place, it can, it can throw them off a little bit.

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00:27:04,360 --> 00:27:09,739

So navigation, you gotta watch out for that. [Jim:] Great.

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00:27:09,740 --> 00:27:20,069

Ilya, how about you? [Ilya:] Yeah, so. I guess kind of a, a pretty—I thought it was a pretty interesting experience—with the video lectures.

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00:27:20,070 --> 00:27:28,820

So for the 2020—well, I guess the fully remote year, that started in 2020—um,

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00:27:28,860 --> 00:27:37,710

over the summer I recorded basically, a set of brand new videos to cover the entire, class that I was about to teach, the Engineering Analysis class.

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00:27:37,950 --> 00:27:44,009

And the idea was that now, we could make it a flipped classroom, so that students could watch the videos—because it's all going to be online anyway,

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00:27:44,010 --> 00:27:50,460

right—so they could watch the videos asynchronously, and we could use class time as discussion to reinforce those concepts.

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00:27:50,850 --> 00:28:00,660

All the videos, cumulatively, were the same length as lectures would have been, so, you know, no video was like, egregiously long or anything like that.

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00:28:02,130 --> 00:28:10,649

But then, we got a lot of complaints. So, so we took, surveys, throughout the quarter, and the complaint said that, "The videos are taking significantly

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00:28:10,650 --> 00:28:14,850

longer than class would have taken if we had regular lectures," and we kind of pressed like,

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00:28:14,850 --> 00:28:21,300

"Well, why?" And they're like, "Well because we're watching them at half speed, because we want to be able to write everything down.

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00:28:21,420 --> 00:28:26,909

And so, you know it's taking, twice as long." And we're like, "But, imagine a lecture.

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00:28:26,910 --> 00:28:31,050

You couldn't just slow down the lecture to half speed. I mean, you'd be writing and listening.

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00:28:31,050 --> 00:28:37,380

So, this is a luxury, right, that, that you're able to slow it down to half speed, pause everywhere, take notes, and everything like that."

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00:28:37,980 --> 00:28:46,410

But, it didn't really click in that same sense, because, because given the option, the students chose to take longer—which is beneficial to them,

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00:28:46,590 --> 00:28:50,310

but, it took more time, and they didn't like that it took more time.

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00:28:50,310 --> 00:28:52,500

So that was completely out of our control at that point,

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00:28:53,100 --> 00:29:00,390

but, but ended up being a challenge that, ultimately we decided to go back to the regular lecturing style, when we were allowed to go back in-person.

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00:29:00,390 --> 00:29:05,039

So, entire video series—it's still used as supplementary material,

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00:29:05,040 --> 00:29:12,269

so I'd say not a waste at all. It's helpful. But not being used in the intended purpose, because of the feedback that we got.

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00:29:12,270 --> 00:29:21,450

So that was, a, a bit eye-opening. For the exams, the, the new style of exams,

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00:29:21,810 --> 00:29:31,560

I mean, I don't know, again, if I would call it, "lack of success," so much, but, you know, the one student who said that they would prefer regular exams—

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00:29:31,860 --> 00:29:35,460

you obviously can't please everyone and we don't have the resources to do both [laughs]

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00:29:35,760 --> 00:29:42,600

an in-class exam, and, and four options for alternate exams, and make everything, fair.

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00:29:42,870 --> 00:29:44,670

So, I would say that's, you know,

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00:29:44,880 --> 00:29:52,470

that's kind of a shortcoming, because I'm sure there are people who just actually genuinely prefer, sitting down and taking a written exam.

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00:29:52,470 --> 00:29:56,160

And, you know, even if you try to move away from that, those people exist.

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00:29:57,030 --> 00:30:01,499

And, you know, as you move away from it, we are disadvantaging those people.

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00:30:01,500 --> 00:30:08,700

So, I feel like it's hard to, basically get, every single, mode of expression,

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00:30:08,910 --> 00:30:12,810

including the people who actually like Scantrons. I'm sure, again, those people exist.

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00:30:13,770 --> 00:30:16,612

So. I'd say that's potentially a shortcoming. [Jim:] Ilya, I actually had a follow-up question to your, multiple, ways of assessing folks in the exams.

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00:30:23,338 --> 00:30:29,608

So, when you gave that, exam—or that assignment-type thing, at the midterm, was the final

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00:30:29,608 --> 00:30:33,638

the same, and they just had to choose a different, option, or was...?

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00:30:34,878 --> 00:30:39,528

[Ilya:] Yes, so, yeah, it was, it was based on the topics we had covered up to that point.

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00:30:39,568 --> 00:30:45,738

[Jim:] Oh okay, okay. [Ilya:] So I had three options on the midterm, and four options on the final.

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00:30:46,278 --> 00:30:52,187

And the final options did not overlap. I mean, the children's book as a concept overlapped, but I gave them—

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00:30:52,188 --> 00:30:53,928

so it wasn't just any topic from the class.

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00:30:54,108 --> 00:31:02,418

It was a choice of five topics, and they picked one, for the children's book, and it was a, a new set of topics for the final compared to the midterm.

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00:31:02,508 --> 00:31:09,978

[Jim:] Gotcha. Did students tend to pick, the same thing for the midterm and the final, or did they, change things up a little bit?

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00:31:10,578 --> 00:31:18,418

[Ilya:] So... yeah that's, that's a good question. So, because I only had three options on the midterm and four on the final, there was a mode of expression on

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00:31:18,468 --> 00:31:24,168

the final that wasn't on the midterm, and, that was a—and this is maybe getting a little into the weeds.

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00:31:24,318 --> 00:31:29,058

It was more of a computer science-type question, and I had a good number of computer science students in the class,

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00:31:29,058 --> 00:31:33,288

so they, no matter what they did on the midterm, they gravitated towards that question on the final.

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00:31:33,528 --> 00:31:41,327

But I also found that, many people who, opted for the children's book on the midterm, changed their mind by the final,

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00:31:41,328 --> 00:31:47,928

because—in my opinion, the children's book is the hardest, and, it did result in the overall lowest grades.

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00:31:48,168 --> 00:31:55,998

So I think people realized after the midterm that writing, about a complicated engineering concept in children's terms, is not trivial.

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00:31:56,058 --> 00:32:02,537

And even though it sounds like it's, you know, "eh, I'll draw some pictures, write some words," it's, it's a lot harder, than that.

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00:32:02,538 --> 00:32:09,348

And so I think people, steered away from, that. Because I had an overwhelming majority of children's book for the midterm,

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00:32:09,588 --> 00:32:13,488

and then it was much more evenly spread, across the topics for the final.

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00:32:13,638 --> 00:32:16,671

[Jim:] Gotcha. It's very interesting, very interesting. [Ilya:] Yeah.

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00:32:18,002 --> 00:32:21,122

How has your, im—UDL implementation,

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00:32:21,122 --> 00:32:24,622

sas it made things easier on you as an instructor?

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00:32:24,632 --> 00:32:28,022

Is there any part of that that has made it a little bit easier on you?

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00:32:31,472 --> 00:32:36,871

[David:] Um, yeah, I think it's, it's become, the norm for me, to work that way.

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00:32:36,872 --> 00:32:42,902

So... it's made it easier insomuch as,

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00:32:45,492 --> 00:32:51,852

I know ahead of time, what materials I have to prepare, and have ready.

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00:32:52,242 --> 00:32:55,992

I also know the technology myself a lot better.

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00:32:57,142 --> 00:33:00,401

I, I, I use the technology a lot better.

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00:33:00,402 --> 00:33:09,042

So, Canvas has some nice built-in tools, for example, accessibility tools, that pop up little, warning flags.

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00:33:09,042 --> 00:33:14,412

And they—you know, you can clear them off your, your text editor as you're going through the process.

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00:33:15,672 --> 00:33:23,832

And so, yeah, I mean, it's, it's made it easier, for me to express myself, in multiple ways,

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00:33:24,222 --> 00:33:28,932

thereby, you know, really focusing the message of what I'm trying to get across.

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00:33:29,802 --> 00:33:43,752

So I think as a, as a, as a teacher, you know, it, it makes your, teaching better, because you have to be able to express it in, in multiple modes.

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00:33:44,472 --> 00:33:49,452

So yeah, I really—and you know, I have to throw this in, too, because, you know,

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00:33:49,722 --> 00:33:53,231

as I told you, I'm speaking from a conference down here in Savannah, Georgia.

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00:33:53,232 --> 00:33:55,112

This is not my usual den. [laughs]

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00:33:55,466 --> 00:34:06,726

But um, but, you know I'm at a conference down here and, you know I—there was discussion about online, capabilities, and the shortcomings, etc.

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00:34:06,726 --> 00:34:12,096

And when I, talk about UDL to a lot of folks down here, you know,

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00:34:12,106 --> 00:34:20,406

it's, it's really still, kind of new to a lot of folks who are just, now starting to fully embrace online learning.

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00:34:21,426 --> 00:34:27,545

And my message, you know down here to folks, as well to everybody is that, you know, embrace it.

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00:34:27,546 --> 00:34:35,076

It becomes part of who you are as a teacher. You just, you just have to take it in stride. And it improves who you are as a teacher.

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00:34:37,286 --> 00:34:44,966

[Jim:] Thank you, David. And, Ilya I'm sure it took a lot of time to, create those videos that you've put up for, for students

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00:34:44,966 --> 00:34:48,806

but, how has adding UDL to your course be—made things easier for you?

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00:34:49,706 --> 00:34:56,046

[Ilya:] Yeah. So, so the videos are definitely a sizable upfront investment, but I'd say it's completely worth it.

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00:34:56,066 --> 00:35:05,186

I mean, like I said, most—well, a lot of the videos I started developing in 2013, and those are still relevant now, and are still being used quite a bit.

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00:35:05,456 --> 00:35:14,185

So, you know, that's I'd say a pretty good return on investment. [laughs] In terms of the class recordings, minimal effort in reality, and pretty high payoff.

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00:35:14,186 --> 00:35:22,616

Because before, if somebody misses class, I mean, either, I have to meet with them individually and try to kind of rehash the material, or

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00:35:22,856 --> 00:35:26,036

you know, point them to, notes that have to be very very comprehensive.

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00:35:26,036 --> 00:35:30,326

And my notes, are not super comprehensive, because I write everything by hand in front of the class.

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00:35:30,956 --> 00:35:35,306

So it's, it's more scribbly. [laughs] But in the context of the class it makes sense.

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00:35:35,576 --> 00:35:39,746

But, but if you miss it, then I've got a video I can point to and say, "Hey, you know, just watch this."

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00:35:40,376 --> 00:35:45,686

So, I think in that sense, it's been, quite rewarding.

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00:35:46,526 --> 00:35:52,016

You know, as an instructor, from a time perspective, I think a great return on investment.

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00:35:52,286 --> 00:36:03,206

And... again, even with the, minimal just reporting lectures, with, with a screen capture and a microphone, has been, great. As far as the exams,

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00:36:04,796 --> 00:36:12,536

that one, [laughs] I would, I would, hesitate to say that that so far, has been—has made my life easier.

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00:36:12,746 --> 00:36:20,396

I think it's, it's made it, quite a bit harder [laughs] Because, I mean, at that point I'm grading four completely separate assessments.

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00:36:20,576 --> 00:36:25,285

Each one, I have to develop a rubric. I have to get into the mindset to grade it and everything.

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00:36:25,286 --> 00:36:31,945

And, you know, grading is always the same. You grade the first, couple and it takes like 10 minutes per, each one,

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00:36:31,946 --> 00:36:36,596

and then you kind of get into the groove and you get used to the issues, that are there,

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00:36:36,596 --> 00:36:45,025

and, you know, everything goes faster. Here, when there is like only, a couple of submissions per category, it's—

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00:36:45,026 --> 00:36:48,746

basically all the time is spent learning, the ins and outs of what the students could have done.

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00:36:49,526 --> 00:36:55,946

The one thing though, is that, there is, I think, in my opinion, a higher caliber of overall work.

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00:36:55,946 --> 00:37:00,476

So there are fewer mistakes to account for, which is nice.

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00:37:00,476 --> 00:37:06,686

I did see more higher scores, on these assessments—which is of course easier to grade, when students do well.

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00:37:07,736 --> 00:37:13,765

But still, for the ones that don't do so well, since, since the tasks were so open-ended,

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00:37:13,766 --> 00:37:20,486

trying to figure out partial credit, and seeing like kind of, what could have gone wrong, is very time consuming.

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00:37:21,116 --> 00:37:25,226

And of course, the initial effort of making the exams, has been very time consuming.

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00:37:25,226 --> 00:37:29,336

But now that they're made, I'll be testing them out again, when I teach the class next quarter.

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00:37:29,516 --> 00:37:33,296

So, you know, that's already going to be, a good, starting point.

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00:37:33,296 --> 00:37:37,106

But, grading them has definitely been, harder than a traditional exam.

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00:37:37,286 --> 00:37:40,676

But I think that's, par for the course. [Jim:] Sure. Awesome.

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00:37:47,632 --> 00:37:57,142

[David:] I think that. Yeah I did, I did sort of allude to it, earlier is, you know, if you embrace it, your students will embrace it.

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00:37:57,892 --> 00:38:07,762

They... If it's, if it, if it's natural to you, if it becomes part of your mode of operation, then it becomes becomes part of their mode of operation.

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00:38:08,122 --> 00:38:14,652

And I think that's how we, sort of pass this whole idea on, to our students as well.

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00:38:14,662 --> 00:38:19,372

And so, you know, make UDL part of who you are as a teacher.

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00:38:20,002 --> 00:38:25,792

Just embrace it. It's, it's, really it it, you know it's like, having,

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00:38:26,882 --> 00:38:30,472

ramps, on every sidewalk, right?

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00:38:30,572 --> 00:38:33,632

It just makes everybody's life easier, in the long run.

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00:38:33,662 --> 00:38:37,112

Everybody's. So, yep. Embrace it.

361

00:38:37,622 --> 00:38:40,802

[Jim:] Good advice. Thanks, David. Ilya, what advice do you have?

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00:38:41,802 --> 00:38:47,532

[Ilya:] Yeah. Well, for, for the videos specifically, my only advice is kind of, you know, just do it.

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00:38:48,252 --> 00:38:52,062

It's, it's um, never gonna be perfect the first time around.

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00:38:52,302 --> 00:38:55,622

I mean if you're recording lectures, that's easier to get perfect.

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00:38:58,111 --> 00:39:01,761

just pick up a microphone, [laughs] and then kind of, make something.

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00:39:02,311 --> 00:39:07,380

My initial videos, I mean I look back at the quality and, it's not where I would want it to be at this point,

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00:39:07,381 --> 00:39:15,631

but, there's still watched, they're still useful. There's no harm. And there is a learning curve, but I think that it's very much worthwhile.

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00:39:16,261 --> 00:39:18,721

So kind of just do it, for, for that.

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00:39:19,591 --> 00:39:27,091

But in general, I mean, the mindset that I've had is, just constant introspection, in terms of, what could be improved.

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00:39:27,601 --> 00:39:31,681

Basically, don't you know, stop trying to innovate, and make things better.

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00:39:32,311 --> 00:39:37,021

If you've you know, done even ten things already, there's an 11th thing that could be better.

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00:39:37,261 --> 00:39:45,841

And, never lose sight of that. I mean, I, I, I try to revisit that, every single quarter I teach, and, I think that's the way to go.

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00:39:46,771 --> 00:39:49,893

[Jim:] Awesome. That's wonderful advice, too. Thank you, Ilya.

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00:39:55,460 --> 00:40:04,050

David, we've been, working on UDL for a long time. Thank you for, being here today, sharing your experience, and thank you for all you've done.

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00:40:04,940 --> 00:40:10,339

Ilya, You've been doing it for a long time, but we've just kind of started connecting together around it recently.

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00:40:10,340 --> 00:40:18,110

So I appreciate, getting your, your perspective on things, and hearing about your experiment that,

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00:40:18,440 --> 00:40:20,420

that you've started this year. Folks, for, for you,

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00:40:20,810 --> 00:40:29,299

that—that piece that Ilya talked about, about the exams, he hadn't done when we first started doing these panels, in the, in the summer.

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00:40:29,300 --> 00:40:35,070

And so, that's been an addition, throughout this year, as he's gone around, iterating on that.

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00:40:35,120 --> 00:40:42,210

So that's a brand new experiment. And it's, it's been interesting for me to hear how that's, progressed throughout the course of the year as well.

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00:40:48,186 --> 00:40:51,276

sharing her experiences in your work that you're doing around UDL.

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00:40:54,667 --> 00:40:59,287

and thank you folks, and thank you for, for all your support throughout the practicum.

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00:41:00,447 --> 00:41:03,717

[David:] Thanks everyone! [Ilya:] Yeah thanks everyone. And thanks Jim.