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00:00:03,030 --> 00:00:14,299

[Veronica:] Hello everyone, and welcome to Session Four. The title is, "Is There Really Only One Way?: Rethinking Assessments with UDL in Mind."

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00:00:14,300 --> 00:00:24,780

And I think by this stage of, the practicum you know that, there is, certainly more than one way to focus on means of expression.

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00:00:25,050 --> 00:00:26,970

So my name is Veronica Womack,

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00:00:26,970 --> 00:00:34,800

and I'm the Associate Director of Inclusive Writing Communities at the Searle Center for Advancing Teaching and Learning at Northwestern University.

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00:00:36,240 --> 00:00:44,850

[Jim:] My name is Jim Stachowiak. I'm the Accessible Technology Strategy and Operations Lead, a role split between AccessibleNU,

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00:00:44,850 --> 00:00:48,720

the Disability Services office, and Northwestern IT.

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00:00:52,110 --> 00:00:57,420

[Veronica:] All right. So let's get started with what our learning objectives will be. There are four things

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00:00:57,960 --> 00:01:01,830

that we think that you will be able to take with you from today's session.

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00:01:02,490 --> 00:01:11,130

First, you will be able to identify assumptions that serve as the basis for the design of your current assignments and assessments.

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00:01:11,850 --> 00:01:22,160

You will apply at least one UDL-based approach, to your class, to reduce student anxiety around exams and deadlines, while maintaining rigor.

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00:01:22,920 --> 00:01:32,640

You will be able to critically examine course learning objectives to eliminate unnecessary components that restrict offering assignment options.

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00:01:33,090 --> 00:01:38,670

And you will be able to apply the UDL principle of multiple means of expression,

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00:01:38,910 --> 00:01:44,100

by redesigning one assignment to offer at least two options of delivery.

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00:01:46,980 --> 00:01:53,100

So, let's take a moment to actually define what we mean by multiple means of expression.

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00:01:53,490 --> 00:02:02,130

So, we do know that learners differ in the ways that they can navigate the learning environment, and express what they know.

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00:02:03,120 --> 00:02:11,970

Because this is the case, there is no one means of, action, and expression, that will be optimal for all learners.

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00:02:12,720 --> 00:02:18,870

And so for this reason, it will be, really important to provide options for expression.

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00:02:19,800 --> 00:02:29,310

And we are speaking about expression, in terms of, how we are assessing the students, both formatively, and summatively.

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00:02:30,850 --> 00:02:40,240

And another piece that's important to recall is that, we want to really be able to provide our students with opportunities to build fluency

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00:02:40,390 --> 00:02:50,410

with new skills. And this occurs when students receive frequent, specific, and corrective feedback as they learn.

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00:02:52,880 --> 00:03:00,380

So in our pre-session activity, you were given a worksheet, in which you were asked to,

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00:03:00,380 --> 00:03:07,850

deconstruct the, assignments and assessments that are, that are listed in your syllabus.

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00:03:08,660 --> 00:03:15,910

But as you did this reconstruction, we wanted you to think about these questions. Ask yourself, you know,

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00:03:16,130 --> 00:03:25,040

do I expect my students to demonstrate what they are experts of, or that they—that they are experts, or that they are continual learners?

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00:03:25,610 --> 00:03:32,180

Another question was, am I prioritizing learning in isolation, over learning in collaboration with others?

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00:03:32,840 --> 00:03:41,270

Am I asking my students to articulate their mastery over the content, or their relationship with the content?

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00:03:41,840 --> 00:03:52,040

And lastly, do my assignments indicate my commitment to ongoing learning, reflecting, and revisions, for myself and my students?

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00:03:53,270 --> 00:04:02,120

So these questions can help us unpack the assumptio,ns that we may have about our students, in relation to how they are assessed.

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00:04:03,280 --> 00:04:14,170

These questions also help us see how the dominant narrative, which recognizes and validates white male voices and stories,

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00:04:15,190 --> 00:04:25,240

seeing the, the extent to which our content may—this may be present in our approach to student assessments, this type of narrative.

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00:04:25,360 --> 00:04:29,080

So really helping us look at our assumptions.

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00:04:32,800 --> 00:04:41,230

And you'll also recall that, in one of our pre-session activities, we asked you to review a video,

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00:04:42,160 --> 00:04:49,090

and, we really wanted to talk about centering culture and inclusion in UDL practices within this video.

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00:04:49,450 --> 00:05:00,640

Because, if we do not interrogate the roles that power, privilege, oppression, and structural barriers play in the role of accessibility,

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00:05:01,060 --> 00:05:08,410

of learning opportunities, then we may unintentionally reconfigure mechanisms of inequity.

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00:05:09,160 --> 00:05:16,870

So you'll recall that, the three considerations were, 1. to be aware of your students as individuals,

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00:05:17,290 --> 00:05:29,230

meaning to know what their personal cultural experiences, perspectives and biases may be, as well as having an awareness of systemic oppressions.

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00:05:31,020 --> 00:05:38,430

Another consideration was to actively address, how power and privilege, shape and block learning opportunities.

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00:05:39,340 --> 00:05:45,460

And lastly, to really think about how you can build empowered communities, of expert learners.

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00:05:45,850 --> 00:05:54,610

This means that you're—you view and, and position your students as experts, in and about their communities,

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00:05:55,420 --> 00:06:01,629

and you're also, being intentional about the design of your community, so that the students

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00:06:01,630 --> 00:06:08,500

do view the classroom, as a safe space, for learning, respectful collaboration,

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00:06:08,890 --> 00:06:17,650

questions, mistakes, and conflicts. So these are all ways that you can center culture and inclusion within your UDL practice.

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00:06:19,200 --> 00:06:27,000

And what, informed these considerations was a particular approach to learning called the liberatory model.

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00:06:27,750 --> 00:06:35,940

So we're going to take a moment just to, compare and contrast the banking model approach to learning versus the liberatory model.

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00:06:40,350 --> 00:06:41,970

So with the banking model,

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00:06:42,720 --> 00:06:53,460

it's—you're really assuming that your students are there to consume, to retain what you are articulating or expressing to them,

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00:06:53,850 --> 00:07:00,300

and then, essentially memorize that information, and then, disseminated it back to the professor.

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00:07:00,600 --> 00:07:06,870

So it's very much like a transmission. You tell, they receive, and then they tell back.

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00:07:07,830 --> 00:07:15,700

But in this approach to learning, the students—it's as if the professors have nothing to learn from the students.

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00:07:16,770 --> 00:07:20,550

But on the other hand, we have the liberatory model.

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00:07:21,270 --> 00:07:28,800

And in this approach, everyone in the classroom, is considered to be an active participant.

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00:07:29,160 --> 00:07:37,020

Everyone brings knowledge, and expertise into the community—not just the instructor.

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00:07:37,830 --> 00:07:46,049

And there's also an expectation or an invitation, for the participants to, engage as their full selves,

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00:07:46,050 --> 00:07:56,240

not feeling the need to, leave their, their emotions, or how they're physically feeling when they receive certain content, outside of the door.

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00:07:56,250 --> 00:08:00,990

It's like you can come, with your full self, and engage.

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00:08:02,330 --> 00:08:06,500

And within this approach to learning, it's really centering

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00:08:06,500 --> 00:08:14,450

this idea that we are all creating, knowledge together, in this space. And the way we are creating this knowledge,

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00:08:14,450 --> 00:08:21,890

is through dialog, and, and doing activities, with each other. So really, centering, pieces of collaboration.

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00:08:22,130 --> 00:08:30,680

And this, approach to learning is deeply rooted in some of Paulo Freire's work, and—as well as bell hooks's work.

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00:08:35,050 --> 00:08:45,730

So, there are things that we can do to be intentional about connecting multiple means of expression with culturally responsive teaching.

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00:08:45,980 --> 00:08:58,150

And so here are just a few examples of how we can be, culturally responsive in, in how we're asking our students to, express what they know,

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00:08:58,150 --> 00:09:08,590

what they understand. And these recommendations are from an article that we shared with you, by Kieran and Anderson, from 2019.

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00:09:09,400 --> 00:09:17,350

So one, recommendation will be to see if we can honor the different methods of students sharing knowledge.

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00:09:17,380 --> 00:09:21,670

Like, are there ways, that they can articulate what they know,

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00:09:22,450 --> 00:09:27,249

through different forms like, through storytelling, or through talking about their family histories?

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00:09:27,250 --> 00:09:32,920

Are we leaving space for that? You can also, make your assessments more culturally

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00:09:32,920 --> 00:09:38,290

responsive, by really valuing the experiential knowledge and traditions.

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00:09:38,320 --> 00:09:45,729

So what are things, that the students, already kind of come in knowing and understanding, and seeing if we can build

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00:09:45,730 --> 00:09:54,130

upon that and give them an opportunity, to, express their understanding of that content from, their lived experience.

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00:09:54,700 --> 00:09:59,800

You can also provide opportunities for collaboration, and reciprocal teaching.

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00:10:00,640 --> 00:10:07,420

And another important piece, or, or way to make your assessments more culturally responsive,

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00:10:07,750 --> 00:10:14,829

is to really try to use metacognitive strategies, to change students' potentially negative

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00:10:14,830 --> 00:10:22,800

thoughts about, their—how they approach learning challenges, that they may, encounter.

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00:10:22,810 --> 00:10:28,420

So, asking them questions, and helping them to see like, each step that they're going

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00:10:28,420 --> 00:10:34,570

through, as well as why you're asking them, to learn and process in this way.

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00:10:39,070 --> 00:10:48,940

All right. So one of our, pre-seminar assignments was, the ask again, for you to complete this worksheet.

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00:10:49,240 --> 00:10:52,210

And it was called the Expression of Learning Opportunities Worksheet.

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00:10:52,540 --> 00:11:04,410

And we wanted you to, see—look at your syllabus, pull out your different assignments, and assessments, and seeing,

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00:11:05,380 --> 00:11:17,770

the extent to which you offered opportunities for the students to, state that they, that they have related information, or to demonstrate inquiry,

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00:11:18,250 --> 00:11:24,280

to be reflective, to revise, to practice skill sets, to collaborate with others.

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00:11:25,120 --> 00:11:31,810

And then again, seeing the different formative and summative assessments that have provided these opportunities,

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00:11:33,570 --> 00:11:38,240

as well as the delivery methods for those assignments and exams.

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00:11:40,330 --> 00:11:51,910

Now, we'd like you to take a step back, and just reflect on, what was it like, completing this worksheet, and even looking at this, you know,

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00:11:52,210 --> 00:12:00,540

I consider it to be like a really personal artifact that you, created, with your students in mind, and with your, your

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00:12:00,550 --> 00:12:11,080

teaching efforts in mind. And to think about, what was it like to, look at your assessments in this critical way?

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00:12:12,070 --> 00:12:18,040

So, some questions that we'd like you to kind of, reflect upon would be,

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00:12:18,040 --> 00:12:23,590

to describe or think about how it felt to critically review your own assessments,

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00:12:25,060 --> 00:12:31,300

indicate what you noticed about your assignments and exams—what became clear to you?

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00:12:32,080 --> 00:12:40,600

And also, did you recognize any hidden assumptions, that you may have about your students, or if there were any assump—

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00:12:40,600 --> 00:12:48,009

any other assumptions that were uncovered upon you, looking at—your formative and summative assessments,

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00:12:48,010 --> 00:12:52,149

but through the lens of, the types of opportunities that they afforded,

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00:12:52,150 --> 00:13:02,469

and then, of course, also the, the questions that we're kind of tapping into: what might some of your assumptions be? And even taking time to see,

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00:13:02,470 --> 00:13:05,740

like, where did these assumptions come from?

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00:13:07,670 --> 00:13:14,780

And so please feel free to, come back to your, your worksheet, and think about these reflection questions.

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00:13:21,415 --> 00:13:23,905

[Jim:] All right.

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00:13:23,915 --> 00:13:27,745

Now we're gonna talk about applying UDL to your assessments.

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00:13:27,795 --> 00:13:31,465

And I thought we'd start with this cartoon that probably everybody has seen.

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00:13:31,465 --> 00:13:34,245

It's a pretty famous cartoon around UDL.

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00:13:34,255 --> 00:13:42,654

There's a, gentleman sitting at a desk, with a bunch of animals in front of him—a bird, a monkey, a penguin, an elephant, a fish, a seal and a dog.

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00:13:42,655 --> 00:13:47,335

And he's saying, "For a fair selection everybody has to take the same exam:

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00:13:47,515 --> 00:13:50,605

Please climb that tree"—referring to a tree behind them.

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00:13:50,995 --> 00:13:56,364

And here the implication is clear that, everybody's got different strengths and different abilities.

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00:13:56,365 --> 00:14:00,665

And, sometimes the way that we assess students, does not apply—

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00:14:00,865 --> 00:14:04,765

It favors some students' strengths, to other students' strengths.

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00:14:05,455 --> 00:14:10,075

And that's, one of the things we're gonna talk about here today is, how to make sure that we can provide options for students.

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00:14:10,435 --> 00:14:15,145

One piece that I'd say is missing to this, is we don't really know the context of this course.

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00:14:15,145 --> 00:14:15,505

Right?

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00:14:15,865 --> 00:14:26,365

If this is a—if the class is, Tree Climbing 101, then, that is probably a fair exam, because that's one of the learning objectives of this course,

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00:14:26,365 --> 00:14:30,805

is to be able to climb that tree. If the class is, Fruit Gathering

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00:14:30,805 --> 00:14:34,585

101, there's probably other ways that this can be done.

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00:14:34,585 --> 00:14:37,944

It doesn't have to be, climb the tree to get the fruit.

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00:14:37,945 --> 00:14:41,635

Maybe you could shake some fruit out of the tree and gather it one way or another.

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00:14:41,635 --> 00:14:44,184

There's, there's different options that could come into play there.

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00:14:44,185 --> 00:14:49,495

But I think it's important to realize, and we'll talk about this, through this section of the session,

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00:14:49,795 --> 00:14:57,684

that, learning objectives are critical to what we do with assessments in UDL, and,

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00:14:57,685 --> 00:15:01,405

being able to provide options in there, and that there's some target skills that are critical.

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00:15:01,405 --> 00:15:07,735

It's the access skills—we'll learn a little bit about what those two things mean—where we can provide some of those options, as well.

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00:15:08,715 --> 00:15:19,065

Before we get into doing all of that, one of the things that we really attempted to do in this practicum, is, provide, different—or

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00:15:19,125 --> 00:15:24,195

provide, things you can do now, and things you can think about and apply later, in terms of UDL.

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00:15:24,885 --> 00:15:27,935

I think the first thing that we want to do here is give you some practical things

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00:15:27,945 --> 00:15:31,395

you could do right now in your courses, and how they could benefit all students.

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00:15:31,395 --> 00:15:36,715

And we'll start by focusing around UDL in exams. I'm gonna challenge you a little bit here.

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00:15:36,735 --> 00:15:41,095

I'd like you to ask yourself, "Why do you give exams?"

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00:15:42,085 --> 00:15:46,645

There's not a wrong answer to this. And exams aren't inherently bad.

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00:15:47,005 --> 00:15:51,685

They are a significant stress for, for students, but they're also a part of the college experience.

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00:15:52,575 --> 00:15:57,105

They, they have a place in, in the college setting, with or without UDL here.

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00:15:57,115 --> 00:16:04,375

But, I think the first thing to think about is, and many of you probably haven't thought about this in a while, but why do you give exams?

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00:16:04,795 --> 00:16:12,705

Why do you use the format that you use? And, potentially, is there another way to assess students besides exams?

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00:16:12,725 --> 00:16:22,225

If there is, that could offer, that could offer some significant stress reduction, anxiety reduction, to students.

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00:16:22,585 --> 00:16:25,494

Again, 'cause there's a lot of exam—a lot of stress around exams,

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00:16:25,495 --> 00:16:31,375

and you get a better opportunity to understand what students learn, if there's potentially something else you could do.

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00:16:31,585 --> 00:16:36,115

If not, there are some flexibility things that you could do to help students out, as well.

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00:16:36,715 --> 00:16:41,995

One of those things might be to allow for make-up exams within a reasonable amount of time. To be able to d—

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00:16:41,995 --> 00:16:47,155

And I'm talking, not—I'm not talking a couple of weeks, but if a student has to miss an exam because they're sick,

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00:16:47,485 --> 00:16:52,645

because they have a, they need a mental health day, anxiety kicked in, something along those lines,

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00:16:52,975 --> 00:16:58,105

maybe give them another, another day, or another two days, and allow them to take it within that time frame.

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00:16:58,345 --> 00:17:05,845

Then there's ways to set, to create a, to set this up so that, you know, the integrity of the exam is not sacrificed either.

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00:17:05,845 --> 00:17:11,214

You could potentially create a back-up exam, that you could give as a, as a make-up for students.

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00:17:11,215 --> 00:17:19,765

You could use old exams, if you're not using those as study guides for students, to be able to, to go over—use for their make-up exams.

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00:17:20,035 --> 00:17:25,975

If you use Canvas—and I'm familiar with Canvas. I don't know if other, learning management systems allow this as well,

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00:17:25,975 --> 00:17:34,645

but, they—in Canvas you can create question banks, when you create an exam in there, so that, they're pulling maybe different questions.

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00:17:35,065 --> 00:17:40,104

Maybe for each question there's three or four options, and they're pulling different options for that question for everybody

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00:17:40,105 --> 00:17:42,985

that takes it, so that, it varies that exam a little bit.

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00:17:43,825 --> 00:17:51,354

If make-up exams don't work, maybe potentially, giving multiple chances to answer a Canvas exam would be helpful. That way,

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00:17:51,355 --> 00:17:53,995

you know, if students didn't do so well, they could run through it again.

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00:17:54,625 --> 00:18:02,095

We worked with a professor that, used that question bank thing that I was just talking about, and gave students an opportunity—multiple,

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00:18:02,395 --> 00:18:08,035

multiple chances to take an exam (or, I think it was a quiz that she was doing) through Canvas.

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00:18:08,155 --> 00:18:15,234

And what she found was that a lot of her students, took, every possible exam on there, every possible quiz on there, did it multiple

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00:18:15,235 --> 00:18:20,784

times, because they wanted to see what those other questions were, and test themselves on some of those other questions as well,

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00:18:20,785 --> 00:18:23,095

that didn't show up in their original, quiz.

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00:18:23,485 --> 00:18:29,065

You know, if you going to offer a take home exam that focuses more on application, that would be really helpful as well.

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00:18:29,425 --> 00:18:33,834

A lot of instructors offer one drop, if there're several exams throughout the quarter,

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00:18:33,835 --> 00:18:36,805

to take a little bit of that pressure off in case somebody doesn't do well

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00:18:36,985 --> 00:18:42,985

on one exam. Or there's—some people do, they offer correction options where you

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00:18:42,985 --> 00:18:48,085

can get some points back, if you, have—if you, if you've gotten something wrong.

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00:18:48,085 --> 00:18:52,585

Not all the points back, but it gives you an opportunity to go back in and rethink about some of those

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00:18:52,585 --> 00:18:56,395

areas that you might be struggling, and learn those a little bit better, as well.

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00:18:58,145 --> 00:19:05,554

Deadlines are another issue that are potentially, around—that deal with assessments, that are potentially difficult for students,

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00:19:05,555 --> 00:19:10,745

especially those, as, as we've kind of themed this practicum around, things that have been

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00:19:10,745 --> 00:19:14,585

changing since the pandemic, and things that have happened in the world since the pandemic:

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00:19:14,585 --> 00:19:20,495

the anxiety, the mental health issues that students are experiencing. Deadlines can be a, big issue as well.

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00:19:20,885 --> 00:19:23,975

Again, deadlines are important just as exams are important.

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00:19:23,975 --> 00:19:29,495

But we do know that stress and anxiety build, when students have deadlines and exams at the same time.

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00:19:29,635 --> 00:19:36,155

That's something that we see clearly out of, the Disability Services office on a regular basis, is that students',

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00:19:36,425 --> 00:19:45,325

students', assignments, typically suffer, when they have them due around exams, because they're so focused on making sure they do well on those exams.

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00:19:45,335 --> 00:19:53,585

To students, the exams seem much higher stakes, and they'll put off, some of those, some of those assignments. Those—that assignment work suffers.

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00:19:54,155 --> 00:20:00,115

Some of the things you can do around this is potentially avoid due dates during midterms—both during your own midterms,

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00:20:00,125 --> 00:20:02,165

if you have an assignment due at that time,

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00:20:02,165 --> 00:20:09,965

that could be really difficult for students to complete—or, knowing that generally midterms occur around the same time, throughout the school.

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00:20:10,355 --> 00:20:17,285

Maybe sliding deadlines just before or just after some of those things, so that there's a—that takes a little bit of that pressure off for students.

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00:20:17,825 --> 00:20:21,335

I think offering flexible due dates around midterms is helpful, as well.

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00:20:21,335 --> 00:20:26,345

You know if you can give a day or two, when students come up and say, "Hey, I've got a midterm" or "I've got an exam,"

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00:20:26,345 --> 00:20:34,555

that can be really helpful in relieving some of that anxiety. Or even offering short, no-question extensions, especially for late deadlines.

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00:20:34,565 --> 00:20:38,255

A lot of the deadlines here are, 11:59 at night.

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00:20:38,585 --> 00:20:42,025

We know, that nobody's going to start grading those at midnight.

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00:20:42,245 --> 00:20:46,985

Is there a reason it needs to be due then, or could students have until the next morning to complete that,

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00:20:47,675 --> 00:20:52,384

without having to ask questions about that? Or if they get it in within a certain amount of a grace period,

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00:20:52,385 --> 00:20:59,225

you know, could that be helpful, as well? Another thing that people have experimented with here that's worked out really well, is offering a set

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00:20:59,225 --> 00:21:04,595

amount of late days, at the beginning of the quarter, that students can then distribute, as needed.

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00:21:04,605 --> 00:21:10,955

So, for example, you may say in your syllabus, you have, five extension days, that you can use and you can use those however you want.

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00:21:10,955 --> 00:21:14,555

You can use them all on one assignment. You can use one on five different assignments.

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00:21:14,735 --> 00:21:20,675

However that needs to be done. And students can then plan out, "Hey, I've got this assignment due near a midterm.

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00:21:20,675 --> 00:21:24,745

I know I'm gonna have to take a couple of extension days there." They're gonna use a few there,

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00:21:24,995 --> 00:21:31,715

bank a few in case they have, something that's unexpected happen, where they're gonna need to use it at another point, as well.

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00:21:32,375 --> 00:21:35,614

And that's worked out really well. That, that helps the students kind of plan and know

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00:21:35,615 --> 00:21:40,175

that they've got some fallback options, but holds them accountable a little bit as well,

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00:21:40,415 --> 00:21:43,655

to keeping, keeping within that deadline extension period.

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00:21:43,865 --> 00:21:47,965

Another thing that's been popular is offering more points, than what's needed.

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00:21:47,975 --> 00:21:54,604

So for example saying, "I've got, six assignments. You only need to do four of them.

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00:21:54,605 --> 00:22:00,035

You choose the four that you want to do." And that gives people an opportunity to pick and choose kind of, when is the

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00:22:00,035 --> 00:22:07,565

best time, and what is the best, the—what is the most interesting, assignment for them to do. With something like that,

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00:22:07,565 --> 00:22:11,224

you gotta think a little bit more about, how am I making sure that I'm covering all my learning objectives

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00:22:11,225 --> 00:22:17,675

across all six of these, so that, we're not missing something if a student skips these two assignments to do.

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00:22:17,885 --> 00:22:26,765

But those are just some options you could probably put in place right now, to help out students that are in—that are, that are related to UDL here.

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00:22:28,285 --> 00:22:35,395

So let's talk about adding UDL to our assignments, now. This is where I think we can really dive into, making sure that we're adding options.

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00:22:35,395 --> 00:22:41,454

And that's what this is going to be all about, right? We've talked about finding pinch points, and we've talked about a plus-one model.

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00:22:41,455 --> 00:22:44,755

We're gonna talk about adding options, to assignments.

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00:22:45,025 --> 00:22:49,945

And this seems overwhelming, when we, when we talk about this to folks who have not thought about this in the past.

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00:22:50,155 --> 00:22:56,005

You've got your assignments set up the way that they're done. We come in and say, "Let's add options to each of those things."

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00:22:56,005 --> 00:23:02,484

It can be overwhelming. But I want you to think about adding options, kind of like, using a GPS system.

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00:23:02,485 --> 00:23:09,804

And this, this came, this really illustrated itself to me, one time when I was heading to visit my parents in the Detroit area.

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00:23:09,805 --> 00:23:12,835

I lived north of Chicago. My parents live in Detroit.

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00:23:12,835 --> 00:23:18,145

We head over there quite a bit to visit. And, there's different ways to get there.

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00:23:18,325 --> 00:23:23,155

There's different ways to get there. When you pull up a GPS, you ge,t you are given different routes.

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00:23:23,455 --> 00:23:28,885

The thing that's the same about all of them, is that they always end in the same spot.

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00:23:29,185 --> 00:23:33,655

And we can think about that with adding assign—adding, options to our assignments.

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00:23:34,165 --> 00:23:37,524

We're gonna go to the same place. It's assessing those learning outcomes.

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00:23:37,525 --> 00:23:45,195

It's about how we get there. So for me, I know how to get to Detroit from Chicago. But, I often check for various things.

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00:23:45,195 --> 00:23:51,805

So if I pull up a GPS—this is a, the screenshot I took. If I pull up a map, you can see, there's the fastest option.

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00:23:51,955 --> 00:23:59,395

That's usually the option that I want to take. But sometimes I feel like, "Man, I'm getting tolled like crazy going through this route.

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00:23:59,395 --> 00:24:04,435

I want to go a route that doesn't have tolls." There's an option here that'll give me a route that doesn't have tolls.

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00:24:04,765 --> 00:24:07,945

Sometimes, I think, I want to go the shortest mileage.

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00:24:07,945 --> 00:24:12,505

I don't care if I have to sit and wait. There's an option there that gives me the shortest mileage, as well.

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00:24:12,775 --> 00:24:20,725

But, by having these different routes to get there, I can choose what's best for me that day, or what approach is going to be best for me that day.

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00:24:20,995 --> 00:24:25,134

All of them are going to take me to the same place. It just gives me different options to get there.

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00:24:25,135 --> 00:24:27,835

So that's the way I like to think about adding options to assignments.

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00:24:28,145 --> 00:24:35,275

Again, we're talking—when we talk about adding options, as with the rest of this practicum, what we're talking about is using plus-one thinking.

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00:24:35,515 --> 00:24:41,485

We can add one option that's not there for a student. We don't have to overwhelm everybody by adding several options.

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00:24:41,725 --> 00:24:46,015

Add one more option, and one of those options is gonna be better for, for, for everyone.

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00:24:46,345 --> 00:24:49,584

So, the potential things we could do. If we typically have papers,

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00:24:49,585 --> 00:24:57,205

what about allowing students to record a video? How about, creating a presentation, or doing a podcast, or doing some project around things?

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00:24:57,505 --> 00:25:06,264

It doesn't always have to be writing a paper. I'm, I'm gonna use paper as the it-doesn't-always-have-to-be example here. By all means,

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00:25:06,265 --> 00:25:09,445

I understand that writing is important, and it's critical.

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00:25:09,445 --> 00:25:16,735

And that's part of the thing we're learning here. But I think that often, we default to that as being the easiest option for an assignment.

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00:25:16,735 --> 00:25:21,895

It isn't always the most effective way, to, understand what somebody has learned.

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00:25:22,225 --> 00:25:24,895

So why do we provide options to assignments?

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00:25:25,315 --> 00:25:32,934

One of the things we're trying to do here is we're trying to create expert learners. And I'd argue that options create, greater engagement.

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00:25:32,935 --> 00:25:37,915

If you've got something where a student has a choice, as to how they're going to approach an assignment,

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00:25:38,395 --> 00:25:44,335

they're gonna choose the piece that, probably the piece that they feel they have stronger skills in.

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00:25:44,335 --> 00:25:49,284

But it also, is probably gonna be more engaging for them, to go down one of these routes.

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00:25:49,285 --> 00:25:51,135

And I'll talk about it—

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00:25:51,725 --> 00:26:00,325

There's, there's a course that, is taught here, that I think you'll hear about in one of the later sessions, where it's a, it's an engineering course.

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00:26:00,325 --> 00:26:06,325

And the instructor changed his exams to provide options this time. Instead of just taking a sit-down exam,

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00:26:06,625 --> 00:26:11,905

it was something like, you could design, a circuit, based on these parameters.

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00:26:11,905 --> 00:26:14,695

You could explain a circuit based on these parameters.

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00:26:14,965 --> 00:26:19,975

Or you could write a children's book explaining the circuit to somebody, using pretty plain language.

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00:26:20,245 --> 00:26:27,415

And, he told me, you know, "I found that this, these students understood, those, that topic better by going a little

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00:26:27,415 --> 00:26:32,365

bit deeper in those things, and choosing the path, that, provided that greater engagement."

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00:26:33,055 --> 00:26:37,645

This also allows students to choose whether they want to further develop a skill,

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00:26:37,975 --> 00:26:41,515

or whether they want to use a strength to further engage with what they're doing.

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00:26:41,725 --> 00:26:42,415

I will tell you,

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00:26:42,415 --> 00:26:51,294

most of the time students are going to use the opportunity to, use their strengths to provide the best, response to an assignment that they can.

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00:26:51,295 --> 00:26:54,685

But there is an option here to choose to work on developing another skill.

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00:26:55,665 --> 00:26:59,255

It can certainly remove barriers to expressing learning.

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00:26:59,265 --> 00:27:03,405

Right? We think back—we try and tie UDL into accessibility.

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00:27:03,675 --> 00:27:10,665

The idea here might be, that, one way of doing something, we may not get the best answer out of a student.

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00:27:10,875 --> 00:27:18,225

We may not get really—we may not really find out what they understand, or how well they've learned material, because

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00:27:18,225 --> 00:27:21,345

there's a barrier they're experiencing in the way that we're asking them to deliver that.

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00:27:21,825 --> 00:27:28,694

If we can give options in how they deliver that, we're gonna have a better opportunity to understand, what students learn and have an opportunity,

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00:27:28,695 --> 00:27:32,955

a better opportunity for students to express, what they've learned, and really share what they've learned,

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00:27:32,955 --> 00:27:39,825

really share how they understand the material. A bonus to all this is that it can give instructors more interesting end results, too.

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00:27:40,335 --> 00:27:46,065

I've talked with a, instructor. I think she's in special ed music, where she used to have a, an assignment that was a paper,

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00:27:46,335 --> 00:27:53,905

but then she opened it up and gave several options to students and said, "Man, was it nice not to read, 100 of the same papers all the time."

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00:27:53,925 --> 00:27:57,975

Having that option, and seeing some of the creativity students put into this.

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00:27:58,275 --> 00:28:02,625

Seeing some of the depth they go into in other formats was really rewarding, as well.

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00:28:04,235 --> 00:28:08,925

So how do we offer options? Well, there's like four steps I think, that we need to do to this.

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00:28:08,945 --> 00:28:12,435

First, we need to make sure our learning objectives are clear, and speaks—

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00:28:12,605 --> 00:28:18,275

speak to what needs to be included in the course, or completed in the course. By—

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00:28:18,275 --> 00:28:22,265

What I'm talking about here is, we need to make sure that, we're not.

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00:28:23,235 --> 00:28:31,124

we're not requiring how somebody has to complete an assignment, via our learning objectives, if it's not necessary for getting through the course.

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00:28:31,125 --> 00:28:33,225

So we want to be really, really careful about that.

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00:28:33,705 --> 00:28:40,515

Once we've done that, we want to determine the skills, that the assignment's assessing, that are related to that learning objective.

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00:28:40,755 --> 00:28:48,495

I mentioned the term "target skills" before. Those target skills are the skills that we are assessing, with our assignment.

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00:28:49,275 --> 00:28:57,675

The other skills that we're not assessing, but are used to, complete that assignment, are considered "access skills."

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00:28:57,945 --> 00:29:04,995

So once we've determined those skills that we're trying to assess, we then want to step back and say, "Okay, these are the skills I'm trying to assess.

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00:29:05,055 --> 00:29:12,555

What does a student need to do to complete this assignment? And what skills being used here are not something that we're trying to assess?"

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00:29:12,975 --> 00:29:18,405

Those are the access skills. Once we determine the target skills, and the access skills,

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00:29:18,765 --> 00:29:25,215

then, we can add, one more option that uses different access skills, to assess the

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00:29:25,215 --> 00:29:28,755

same target skills, and allow for the completion of the learning objectives.

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00:29:29,115 --> 00:29:32,655

So I'm gonna go through each one of those steps, here, for just a minute.

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00:29:33,745 --> 00:29:40,675

With our learning objectives, the first thing you wanna do when you look at those, is, well you want to ask yourself this question: do your current course

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00:29:40,675 --> 00:29:44,875

learning objectives, influence your assignment delivery method?

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00:29:46,125 --> 00:29:52,785

If you answer "yes" to that—like let's say there's a learning objective that says students will write a paper about blah, blah, blah.

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00:29:53,055 --> 00:30:01,515

If you answer yes to that, the next question is: why? Is the assignment delivery method critical to your learning objective?

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00:30:01,965 --> 00:30:09,435

In some cases, that may be true. It may be that you, you're in a writing class, and you have to produce this written work.

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00:30:10,725 --> 00:30:13,515

There may—there's definitely other examples of that as well.

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00:30:13,785 --> 00:30:21,555

But if you really break it down and say, "No, this is not critical to the learning objective. This can be done in other ways."

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00:30:22,535 --> 00:30:28,395

Well, let me go back and say, if you say "yes," that it is critical to your learning objective, then in this assignment,

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00:30:28,415 --> 00:30:30,185

options are not really possible,

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00:30:30,215 --> 00:30:36,755

you know. We have to do it a certain way because the learning—it's tied to that learning objective, and that's required for this course.

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00:30:37,535 --> 00:30:40,805

If we say "No. There are other ways that this can be done,"

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00:30:41,705 --> 00:30:45,995

then I'd say at that point we consider rewriting those learning objectives, so that

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00:30:45,995 --> 00:30:51,005

it allows for options to be used, when we're, when we're working on that assignment.

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00:30:52,355 --> 00:30:54,155

The other answer—we go back to the top, and say:

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00:30:54,155 --> 00:30:59,255

Do your current course learning objectives influence your assignment delivery method? And you say "no" to that.

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00:31:00,065 --> 00:31:06,605

At this point, consider using plus-one thinking to add, one more option, to your assignment delivery methods.

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00:31:07,415 --> 00:31:12,635

Awesome. So once we've got this kind of worked out, then, we determine what those target skills are.

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00:31:12,875 --> 00:31:19,595

What I'd say is, go through your assignment. Make a list of the identified skills you're assessing, for, for each assignment that you have.

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00:31:20,135 --> 00:31:21,905

You know, primarily you want to start with one.

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00:31:21,905 --> 00:31:26,675

We wanna—we don't wanna, we don't necessarily, when we're applying UDL we don't need to do this to everything at once.

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00:31:26,675 --> 00:31:30,095

It's an iterative process, and we can work through and add this, as we go.

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00:31:30,095 --> 00:31:37,504

But I'd start with one assignment. Make a list of those identified skills you're assessing in each. Compare those to your learning objectives.

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00:31:37,505 --> 00:31:45,035

Make sure that they're, tied to your learning objectives, and they're mapping, they map to your learning objectives. Those are your target skills.

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00:31:45,305 --> 00:31:51,815

So I want to take a look at how we might identify some target skills in an assignment that we've already done, or that we've already written out.

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00:31:52,325 --> 00:31:56,944

This is an example from another university. I know it was not in a, in a writing class.

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00:31:56,945 --> 00:32:00,035

I don't remember what class this was. But basically,

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00:32:00,035 --> 00:32:03,755

this is an assignment that says: pick a conflict in which you're invested, and then

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00:32:03,755 --> 00:32:08,164

introduce this conflict to two different audiences, in two different genres,

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00:32:08,165 --> 00:32:12,185

aia a written summary. Each summary should include no less than 250 words.

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00:32:12,485 --> 00:32:15,815

So right there, that assignment is definitely doing something in writing,

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00:32:16,135 --> 00:32:22,625

potentially putting up some barriers for some individuals, potentially not being strengths of some other individuals.

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00:32:22,925 --> 00:32:28,625

But are we testing their writing here? Are we assessing their writing, or are we assessing something else?

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00:32:28,835 --> 00:32:31,685

And this is where we dive into identifying target skills.

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00:32:32,135 --> 00:32:38,075

This talks—the next part of this assignment says: Whatever conflict, audiences, or genre you choose,

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00:32:38,075 --> 00:32:43,595

the most important part of this assignment is that—and here's what the most important part of that assignment is.

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00:32:43,835 --> 00:32:47,435

We'll go through each one of these and say, what the real target skill here, is.

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00:32:47,705 --> 00:32:52,864

The first thing says it's the who, what, when, and why—the who, what, when and why

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00:32:52,865 --> 00:32:57,985

of the conflict is clear. If we look at that, the target skill isn't necessarily writing that out.

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00:32:57,985 --> 00:33:01,675

It's identifying the who, what, when and why of the conflict.

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00:33:01,885 --> 00:33:10,465

And it's clearly communicating, who those are—the who, what, when and why, what those are. That, we're clearly communicating it.

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00:33:10,495 --> 00:33:13,495

That could be done in writing. That could be done, in a video.

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00:33:13,495 --> 00:33:19,464

That could be done in a presentation. There's different ways that could be done. The second thing says: Beyond the gist of the conflict,

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00:33:19,465 --> 00:33:25,495

any other information you include will depend on your audience, and the conventions of the genre that you've chosen.

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00:33:26,215 --> 00:33:33,205

So here, that target skill is really demonstrating an understanding of genre conventions.

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00:33:33,235 --> 00:33:38,605

Does that have to be done in writing? Not necessarily. There could be other ways that you could demonstrate that target skill.

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00:33:39,055 --> 00:33:45,205

The third option says: Think about what life experiences your readers are bringing to the text.

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00:33:46,255 --> 00:33:53,065

So this is talking about readers and text again, but we could really break that down to, understanding the impact of audience life experience.

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00:33:53,395 --> 00:33:58,465

Who's your audience on this? What's the impact of their life experience, that comes with this?

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00:33:58,765 --> 00:34:01,315

The fourth thing says: Based on your word choice,

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00:34:01,615 --> 00:34:07,375

the style and tone of your writing, and images you include or not, your intended audience should be clear.

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00:34:07,915 --> 00:34:14,935

So this, also speaks to, demonstrating an ability to clearly connect, with the intended audience.

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00:34:15,175 --> 00:34:19,824

If we look at our target skills this way, as long as our learning objectives

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00:34:19,825 --> 00:34:24,654

don't say that this has to be done in writing, and there's not a reason for that,

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00:34:24,655 --> 00:34:29,005

if we look at our target skills, any one of these things can be done in a different way.

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00:34:29,065 --> 00:34:33,055

There is an opportunity here, to add options to what we're doing.

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00:34:34,495 --> 00:34:41,964

Now, to identify access skills. What we do to identify access to skills, now that we've got our target skills figured out, is we want to

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00:34:41,965 --> 00:34:45,745

list all the skills that are needed to complete the assignment the way that it's currently designed.

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00:34:46,165 --> 00:34:54,474

That includes things like: good writing ability, proper grammar understanding, proper spelling, reading fluency, working memory,

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00:34:54,475 --> 00:35:02,545

attention, speaking—whatever it's gonna take to get through that. Attention to detail in, in research, anything like that.

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00:35:02,995 --> 00:35:07,585

And then we're gonna cross-reference those with our target skills, and our learning objectives.

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00:35:07,825 --> 00:35:13,284

And anything that's not explicitly tied to a learning objective, is an access skill.

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00:35:13,285 --> 00:35:17,245

It's a means for completing that assignment that we don't necessarily need to assess.

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00:35:17,905 --> 00:35:22,045

I don't want it to sound like I think any of these access skills are not important.

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00:35:22,105 --> 00:35:27,325

They clearly are all important, and it's all something that we're always—should be working on improving.

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00:35:27,835 --> 00:35:35,665

I think my point here is that by providing options where we, where we're, where we can use different access skills,

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00:35:35,875 --> 00:35:40,104

we can still pull some of these in, but we don't necessarily have to grade them.

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00:35:40,105 --> 00:35:49,885

We can potentially provide feedback on some of these access skills, without penalizing someone for, for difficulty they may have

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00:35:49,885 --> 00:35:55,585

with that, if it's really not what we're looking to assess. And I'll talk about how we do that in just a second here.

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00:35:55,585 --> 00:36:03,085

So, once we've, we've look at our learning objectives, our target skills, our access skills. That's when we figure out how to add that one more option.

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00:36:03,325 --> 00:36:05,815

And we want to start by adding an option to one assignment.

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00:36:06,325 --> 00:36:12,025

We add one other option that's different, that—with a different set of access skills to complete it.

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00:36:12,235 --> 00:36:17,604

Adding one option, means that we're not overwhelming anyone in this situation.

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00:36:17,605 --> 00:36:22,315

Right? We're not overwhelming the students, by saying, you can do whatever you want, and then having it, having them

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00:36:22,315 --> 00:36:26,755

have a hard time figuring out, wait, what is it that I need to be able to do here, or what do I want to do,

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00:36:26,785 --> 00:36:34,854

and stressing about that. It also doesn't overwhelm the instructors, or the graders of this, that have, multiple things to

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00:36:34,855 --> 00:36:38,525

look at, and trying to figure out how you're going to grade different types of assignments.

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00:36:38,525 --> 00:36:40,395

One extra option.

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00:36:40,635 --> 00:36:49,065

You add one extra option. One of the two options that you have, is going to be the best option for some, for someone in your class.

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00:36:49,065 --> 00:36:53,055

Everybody's going to maybe choose something different there. They're gonna, they're gonna have an option there to pick from.

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00:36:54,245 --> 00:36:57,484

Here's where I think you can look at some of the—improving some of those target skills.

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00:36:57,485 --> 00:37:00,875

You do want to set your technical standards for your assignment, right?

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00:37:01,175 --> 00:37:05,165

So, let's say you're allowing students to write a paper, or do a video.

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00:37:05,405 --> 00:37:10,655

With that, you could say, "If you do a video, it's got to be X amount of time, less than X amount of time."

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00:37:10,655 --> 00:37:17,105

That kind of zeroes people in and makes them focus a little bit on getting it in in a cert—getting all their thoughts in in a certain amount of time.

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00:37:17,405 --> 00:37:23,435

You could also say, "If you chose this, you need to write out a script," or "If you chose something besides the writing option,

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00:37:24,755 --> 00:37:30,305

you need to provide a brief reflection, a one page reflection as to why you chose that."

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00:37:30,665 --> 00:37:33,185

That can get people thinking about why they're making their choices.

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00:37:33,185 --> 00:37:39,515

It can also give you a writing sample, that you can provide feedback on without actually grading that, as part of the assignment, as well.

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00:37:39,545 --> 00:37:43,895

So there's, there's ways that we can work in, working on improving some of those access skills.

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00:37:46,975 --> 00:37:51,895

So. The question we get a lot with all of this is: great,

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00:37:52,105 --> 00:37:55,155

I like the idea of adding options, and I understand why that's necessary,

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00:37:55,165 --> 00:37:59,845

how do we grade things fairly, when we're, when we're—when we have these options?

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00:38:00,695 --> 00:38:04,445

And I think what's critical about this is developing clear rubrics, right?

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00:38:04,805 --> 00:38:12,485

So with our assignments, we're gonna want to develop rubrics that are aimed at objectives, that can be observed, regardless of the method.

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00:38:12,845 --> 00:38:21,804

So we don't want to get into this idea of grading, how, creative, or how fancy-looking the video is.

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00:38:21,805 --> 00:38:30,985

We want to grade the content of that thing. That's how we can best compare that to a paper that was written. Or we don't necessarily want to grade,

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00:38:31,315 --> 00:38:34,704

like, the look of the PowerPoint presentation.

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00:38:34,705 --> 00:38:41,845

We want to grade that content, so that that can be similarly looked at as, as another method that somebody would potentially utilize.

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00:38:42,205 --> 00:38:45,325

It's also helpful to make sure the students know what is and isn't being graded.

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00:38:45,325 --> 00:38:52,704

And there's an example here, that was taken from somebody we worked with in a previous practicum who was taking a course—I think it was a business course—

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00:38:52,705 --> 00:38:57,205

and the assignment that they had, they had this rubric that came from it where she looked at it and said, "Wow,

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00:38:57,205 --> 00:39:04,105

this is a really well developed rubric that, could be used across any method of—any delivery method,"

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00:39:04,285 --> 00:39:09,265

and shared it as an example of a potential, rubric to use when you're, when you're providing options.

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00:39:09,265 --> 00:39:14,994

The assignment was to develop, a five-year business plan for an existing company in a growth industry.

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00:39:14,995 --> 00:39:21,295

And the goal was to create this plan to promote growth, utilizing all of the critical factors discussed in the class.

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00:39:21,805 --> 00:39:26,845

They could do different options: write a paper, give a presentation, provide a graphic representation.

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00:39:27,325 --> 00:39:30,954

And there were several of these objectives for this assignment written there. I just pulled one of them here,

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00:39:30,955 --> 00:39:39,025

but they were all written very similarly, to this, to show you kind of how we can still—how we can write this, to look at content versus anything else.

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00:39:39,505 --> 00:39:47,665

So the one objective is: explain what standards are necessary to ensure a stronger promotion of gender diversity, equity, and inclusion efforts.

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00:39:48,715 --> 00:39:53,215

We're talking about explaining standards. That can be done in any method, right?

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00:39:53,215 --> 00:39:59,575

We could write those down. I could verbally share those with you. But it's important to look at what those are.

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00:39:59,575 --> 00:40:06,955

And then the grading rubric here said either something was not observed, developing, proficient, or excellent.

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00:40:07,285 --> 00:40:11,425

The "not observed" piece would say the response offers a poor explanation of the

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00:40:11,425 --> 00:40:15,595

standards that are necessary to ensure, the stronger promotion of these things.

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00:40:15,865 --> 00:40:19,165

So if there's a poor explanation of that, whether that's in writing,

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00:40:19,165 --> 00:40:23,515

whether that's in audio, whether that's in a video or a presentation, if that's not there,

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00:40:23,515 --> 00:40:30,925

that would be considered "not observed." Developing would say, that response attempts to explain what standards are necessary.

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00:40:31,105 --> 00:40:34,824

However, at least one aspect is irrelevant or inadequately addressed.

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00:40:34,825 --> 00:40:42,475

Again, we can see that how—we can see that, across methods, from two different people.

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00:40:42,685 --> 00:40:50,814

If somebody writes a paper about this, somebody does a presentation about this, we can tell if their, if their standards here are developing or not,

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00:40:50,815 --> 00:40:56,925

regardless of how they put that together. Proficient would be, that they explain the standards, that they explain the standards, and

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00:40:56,935 --> 00:41:04,435

excellent would be that, the response clearly explains the standards and is detailed and shows substantial critical engagement and understanding.

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00:41:04,435 --> 00:41:08,484

And again, that can be done regardless of how they deliver that, that assignment.

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00:41:08,485 --> 00:41:12,745

So if we write—if we create, rubrics like this, where we're getting right,

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00:41:12,745 --> 00:41:16,795

we have a solid set of objectives, those target skills.

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00:41:17,035 --> 00:41:23,425

And we look at what we know we need to see to determine whether that's done well, or not, or it's excellent.

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00:41:23,875 --> 00:41:32,515

We can do that. We can grade those papers, or those presentations, or those videos, or those podcasts evenly, no matter what option a student chooses.

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00:41:32,515 --> 00:41:34,705

And that's really what we want to make sure we're looking at there.

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00:41:35,795 --> 00:41:42,545

So the final thing for this session, that we have: we have created four case studies that you can take a look at.

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00:41:42,755 --> 00:41:52,114

And what I recommend you do is at least take a look at one of these case studies, on applying UDL both immediately and in a longer term

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00:41:52,115 --> 00:42:00,455

situation, to one of these four courses. And the four case studies: Case Study 1, speaks to large humanities or social science classes.

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00:42:00,455 --> 00:42:08,135

There's a case study developed around that. Case Study 2, is developed around small humanities or social science classes.

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00:42:08,135 --> 00:42:12,635

And I think when we're talking this, this is more like lecture versus discussion kind of things.

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Case Study 3, would be a large STEM class. And Case Study 4 would be developed around a STEM lab class.

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00:42:21,215 --> 00:42:26,585

So, you can take a look at one or all of these. And what we'd like you to do is, as you look at them,

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00:42:26,585 --> 00:42:33,335

think through, what would you do in the short term, to apply UDL principles to assessments in this course,

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based on, what the case study says.

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00:42:36,155 --> 00:42:44,375

Step two would be to think about, what would be potential longer term UDL solutions that this instructor could implement around their assignments.

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00:42:44,825 --> 00:42:54,575

And three would be, how would you address any potential difficulties, or hesitancies, you might experience, in implementing UDL solutions in this class?

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00:42:54,965 --> 00:42:56,965

So you've all—you've thought about your hesitancies.

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00:42:57,095 --> 00:43:03,455

You—now you know about this idea of multiple means, how we could provide multiple means of expression for students.

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00:43:03,875 --> 00:43:11,585

We think through what we might want to try and do, and how would we, address any potential difficulties in what we're doing.

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00:43:12,095 --> 00:43:19,145

When you look through those case studies, we also have—there's also a list of potential ideas, for each of those case studies.

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00:43:19,325 --> 00:43:23,705

There's no "right" answer for this, right? There's several potential things that could happen.

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But there's some—there's a list of potential ideas that have been cultivated from, several groups that have gone through these case studies.

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We've taken some of the best ideas out of there and put them in there for you to, take a look at, as kind of, I mean,

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00:43:36,455 --> 00:43:41,045

I'll say "an answer key," but it's not really that. It's more of just, an idea sheet kind of thing.

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00:43:41,045 --> 00:43:46,865

So, it's a good way to wrap this up is to go through and try and apply some of these principles in different types of courses.

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00:43:48,425 --> 00:43:52,595

And that's it. That's it for Core Session Four. We hope you enjoyed this,

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and that it's, it's helpful in, in helping you figure out how to apply UDL to your assessments and assignments.