In the Next 20 Minutes

Identify elements in existing or planned online course that are “single stream.” For example,

- Lecture notes might be in text-only format.
- A course might rely on PowerPoint presentations to deliver content.
- Video snippets created by the professor might be audio-and-visuals only.

Brainstorm expansions into different media, methods, or expressions. For example,

- Record a voice-only podcast of your lecture content (or ask current students to record their own audio of a short piece of the lecture).
- Record a screencast to YouTube using PowerPoint slides and voice-over.
- Type out a transcript of professor-created video content, or edit the auto-transcript produced by software (such as Camtasia).

In the Next 20 Days

Plan out two paths through the course: one media-based, and one text-based.

- Go through a course—or ask students to—by finding nothing but text-only files. Where would students find gaps or be confused about what’s next?
- Go through your course by finding nothing but audio and video files. Where would students find gaps or be confused about what to do next?
- Map out the two paths, and note what existing content can become “anchor points” for students to move through the content.
- Note areas where students can choose how they respond to the course:
  - Offer different options for responding to assignments.
  - Provide asynchronous ways for students to converse with each other and with you.
  - Offer students one “self-defined” assignment, where you provide the criteria, and they provide (and perform) the assignment details.

- Create “interest points” throughout the course where you will
  - recruit interest (get students involved in the learning),
  - help students to sustain their efforts (offer encouragement, draw connections between previous work and future learning), and
  - help students to self-regulate (talk about time management, help with planning, and provide milestones so students can compare against where most students are by that point).
In the Next 20 Months

Collect completion and usage statistics about resources in existing online courses.

- Ask students to share their use cases about how, when, and where they interact with the content in your existing online course. For example,
  - What devices do they use to view & interact with tools and content?
  - How much time do they spend learning how to use course elements?
  - What elements of the course gave students problems? Did any cause students not to use specific items?
  - Were students unable to get to or use any parts of the course?

- Map and build one alternative path through an existing online course, beyond the “text only” and “audio/video only” paths that already exist.
- Share the possible paths through the course with your current students, and ask for their feedback about which parts need multiplying soonest.
- Collect completion and usage statistics about the resources in your UDL-augmented online course, for a pre- and post-change analysis.

Continuing the Conversation: UDL in Higher Education

- CollegeSTAR [Supporting Transition, Access, and Retention]: www.collegestar.org. North Carolina consortium to implement strategies to reach out to “students who learn differently from what is most typical.”
- UDL Implementation & Research Network (UDL-IRN): udl-irn.org. The UDL-IRN supports and promote the identification and development of models, tools, research, and practices designed to foster effective UDL research and implementation in educational environments.
- San Francisco State University: ctfd.sfsu.edu/udl. The Center for Teaching and Faculty Development has several guides to designing accessible multimedia that can be used in an online environment.

Continuing The Conversation: Your Facilitator

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