WEBVTT

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00:00:00.480 --> 00:00:12.330

Carrie Diaz Eaton: The context of the webinar, which is part of a broader series being offered by iDigBio in collaboration with EDSIN, B(ui)LDS

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00:00:13.469 --> 00:00:29.790

Carrie Diaz Eaton: QUBES and BLUE, which are all groups that work in biology education. So we have we had our first webinar was it just last month? The world has changed so much in the last month.

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00:00:30.930 --> 00:00:49.800

Carrie Diaz Eaton: And we're we did. And we had a Bryan Dewsbury talking about inclusive teaching. Today we're happy to present the next in our webinar series Drew Hasley and Hayley Orndorf talking about universal design for learning. So thank you very much for facilitating this conversation.

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00:00:51.990 --> 00:01:06.360

Andrew Hasley (He/Him/HIs): Great. Thanks very much. And again, thanks to everybody who's carving time out to chat with us and and participate and to start things off we just want to do a few quick norms for how we want to

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00:01:07.530 --> 00:01:14.160

Andrew Hasley (He/Him/HIs): Technically things to run a little bit. So if you're not already we're asking that people mute themselves for the moment.

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00:01:14.430 --> 00:01:21.840

Andrew Hasley (He/Him/HIs): Just to cut down on any potential background noise. But there were are going to be times where we want you to participate if you can

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00:01:22.200 --> 00:01:36.420

Andrew Hasley (He/Him/HIs): Which brings me to the second point we want to make, which is we want you to participate today in however way you are most comfortable. There's no judgment. We will flash up a poll in a second.

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00:01:37.890 --> 00:01:54.630

Andrew Hasley (He/Him/HIs): To ask you how and to what degree you can participate, whether it's by video and audio or just audio or just an observer, or even just through the chat. Again, that's not loaded. We just want to know, so that we can plan for some of the things we want to do in a few minutes.

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00:01:55.830 --> 00:01:56.460

Andrew Hasley (He/Him/HIs): Um,

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00:01:57.870 --> 00:02:07.620

Andrew Hasley (He/Him/HIs): The other thing that could be helpful for some people. And if you're comfortable doing this, you can actually alter your display name to include your pronouns.

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00:02:07.920 --> 00:02:15.420

Andrew Hasley (He/Him/HIs): That can make some conversations, a little bit easier. Again, not a requirement, but if you're comfortable doing that and that is something you want to do, please do so.

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00:02:17.310 --> 00:02:17.880

Andrew Hasley (He/Him/HIs): And

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00:02:19.110 --> 00:02:23.910

Andrew Hasley (He/Him/HIs): I think that covers them, but I'll let Haley step in and remind me if I forgot one.

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00:02:25.200 --> 00:02:35.250

Hayley Orndorf (she/her): Yeah, I'll do it. And this is Haley speaking. Right. So as we asked you to participate. It can be very helpful to to state your name for everyone.

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00:02:36.360 --> 00:02:40.410

Hayley Orndorf (she/her): As we're sharing so that we know who's, who's sharing who's talking to

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00:02:41.880 --> 00:02:42.660

Hayley Orndorf (she/her): The poll is up

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00:02:44.010 --> 00:02:44.640

Hayley Orndorf (she/her): Coming in.

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00:02:45.780 --> 00:02:52.500

Andrew Hasley (He/Him/HIs): Yeah, so we just wanted to introduce ourselves and give you a context of where we're coming from I'm Andrew Hasley.

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00:02:53.730 --> 00:03:06.900

Andrew Hasley (He/Him/HIs): And I work with BioQuest, which is an organization that helps provide professional development to undergraduate faculty on teaching biology and with an emphasis on quantitative biology.

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00:03:07.740 --> 00:03:18.960

Andrew Hasley (He/Him/HIs): In their classrooms and I helping direct a Universal Design for Learning Initiative within BioQuest to sort of include some of the stuff we're going to talk about today in all of those efforts.

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00:03:19.380 --> 00:03:25.440

Andrew Hasley (He/Him/HIs): And when I don't have that on that hat on. I'm a geneticist, I do genomics and bioinformatics and so on.

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00:03:27.810 --> 00:03:30.840

Hayley Orndorf (she/her): Great. Um. Before I introduce myself.

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00:03:30.930 --> 00:03:31.140

Hayley Orndorf (she/her): As

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00:03:31.260 --> 00:03:41.490

Hayley Orndorf (she/her): You want to share with everyone a link to the webinar resources today: https://qubeshub.org/qubesresources/publications/1830 So at that QUBES resource our slides are available.

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00:03:42.150 --> 00:03:56.340

Hayley Orndorf (she/her): As well as the activities will be doing today, both in Google Doc form and Word doc and PowerPoint, whatever works for you all. The content list is about mid page. So if you open that up, you'll need to scroll down.

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00:03:57.960 --> 00:04:10.020

Hayley Orndorf (she/her): Okay, great. So, as Drew mentioned, I'm Hayley Orndorf, and I work with him on the UDL initiative at BioQuest. I also work as a project manager at QUBES.

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00:04:10.560 --> 00:04:29.130

Hayley Orndorf (she/her): Which is the Quantitative Undergraduate Biology Education and Synthesis project, which is why we have an acronym QUBES. So cubes is a community of math and biology educators to share resources and methods for preparing students to tackle real and complex biological problems.

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00:04:30.420 --> 00:04:48.390

Hayley Orndorf (she/her): QUBES has a focus on professional development and open educational resources and practices. So as we get started. We'll do an overview of the webinar and cover what our goals are for today. So I'm going to share my screen while I do that.

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00:04:58.050 --> 00:05:03.780

Hayley Orndorf (she/her): Turn on the Captions again, you're welcome to follow along in your own screen on the slides, if you prefer.

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00:05:04.740 --> 00:05:13.920

Hayley Orndorf (she/her): Okay, so we've covered introductions and we'll get to goals. Next, and we try to be really explicit about our goals and expectations.

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00:05:14.820 --> 00:05:22.350

Hayley Orndorf (she/her): Because that's a key component of UDL preserving goals will offering flexibility in the means, but we'll dig into that later.

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00:05:23.160 --> 00:05:33.900

Hayley Orndorf (she/her): Well then introduce UDL with a very brief definition. Then we'll jump into an activity to get us started. This will be followed by a more detailed look at UDL

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00:05:34.770 --> 00:05:43.080

Hayley Orndorf (she/her): And then we will return to the activity to practice applying UDL wrapping up with time for discussion and questions.

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00:05:43.800 --> 00:05:49.050

Hayley Orndorf (she/her): And throughout will be working independently as a large group and in smaller groups.

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00:05:49.890 --> 00:06:03.480

Hayley Orndorf (she/her): So please feel free to ask questions at any point again either using the chat or by indicating visually verbally that you have a question, I might not see that Drew might not see that but someone will let us know that there's a question.

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00:06:05.220 --> 00:06:09.150

Hayley Orndorf (she/her): And. Okay, so now let's go to the goals that we've outlined here.

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00:06:10.440 --> 00:06:23.760

Hayley Orndorf (she/her): So this is what we hope to achieve working together today as a large group I'm acknowledging that all of you have a lot of expertise in different areas and you bring your experiences with you today. So we're excited to learn from you as well.

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00:06:24.630 --> 00:06:36.240

Hayley Orndorf (she/her): Um, so we hope to explain how UDL can improve learning environments for all students, share some resources for learning more about and applying UDL

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00:06:37.380 --> 00:06:48.600

Hayley Orndorf (she/her): Practice identifying UDL alignment and learning activities and share strategies for modifying learning activities to apply additional UDL guidelines so

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00:06:49.560 --> 00:07:00.300

Hayley Orndorf (she/her): Again, these are the goals that we're going to try and preserve today, but we've tried to build in some flexibility to the means, if at any point, things are not working for you.

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00:07:00.780 --> 00:07:07.950

Hayley Orndorf (she/her): And you'd like additional flexibility, just please let someone know we're very open to adapting and pivoting on the fly.

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00:07:09.540 --> 00:07:10.110

Hayley Orndorf (she/her): So,

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00:07:11.640 --> 00:07:20.910

Hayley Orndorf (she/her): Before we move into our first activity. We want to provide a very basic definition of universal design for learning UDL to use during the activity.

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00:07:21.600 --> 00:07:40.110

Hayley Orndorf (she/her): And I'm going to work very hard to not elaborate on it too much. So UDL is an instructional perspective that guides development of equitable learning experiences or the broadest possible diversity of students minimizing the need for individual accommodations. So

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00:07:41.190 --> 00:07:51.150

Hayley Orndorf (she/her): A really great example that I've heard from CAST the developers of UDL is comparing you UDL to GPS navigation. So when we use the GPS.

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00:07:51.810 --> 00:08:05.220

Hayley Orndorf (she/her): The goal is to get from point A to point B, but the GPS has a lot of flexibility built in so we can choose how we want to get there. Right. I might want the fastest way or to avoid tools or take only highways.

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00:08:06.300 --> 00:08:14.910

Hayley Orndorf (she/her): I might want to hear the directions I might just want to see them. I might want both maybe I only want the next direction, maybe I want to see the list written out

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00:08:15.630 --> 00:08:25.980

Hayley Orndorf (she/her): And the important distinction here is that that varies between people, but it also varies on each trip that I take and how I'm feeling that day so

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00:08:26.400 --> 00:08:35.820

Hayley Orndorf (she/her): I don't always want to avoid tolls and I don't always want the directions read to me that can change based on the context and that really applies to UDL as well.

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00:08:36.930 --> 00:08:44.790

Hayley Orndorf (she/her): So remember as I shift away from this. The slides are available. If you want to reference this definition. Drew's going to guide us into the activity.

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00:08:46.980 --> 00:09:02.670

Andrew Hasley (He/Him/HIs): Right. And I want to also if we haven't yet because I wasn't super direct about it if if Molly is willing to put out that poll for us, now's a good time, because we're a little bit ahead of when that information will be useful. Um,

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00:09:03.870 --> 00:09:16.170

Andrew Hasley (He/Him/HIs): So I acknowledge and we acknowledge that that definition that Haley gave you is really broad and really big and we're being that way on purpose for this first activity because

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00:09:16.770 --> 00:09:23.820

Andrew Hasley (He/Him/HIs): We're going to to being sort of letting you we don't want to constrain the conversation that we're going to have

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00:09:24.540 --> 00:09:34.590

Andrew Hasley (He/Him/HIs): So what we're going to do next is actually look at an activity and this particular activity is from the biology students math attitudes and anxiety program.

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00:09:35.400 --> 00:09:53.490

Andrew Hasley (He/Him/HIs): Which is a collection of modules designed to help students address the honest physical anxiety that they have about quantitative and mathematics concepts and this was developed by Jeremy Wojakd and Arietta Fleming-Davies

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00:09:54.660 --> 00:09:55.650

Andrew Hasley (He/Him/HIs): What we

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00:09:56.190 --> 00:10:07.110

Andrew Hasley (He/Him/HIs): Are looking at going to look at, in particular as an activity called answer checking and this isn't referring to flipping to the back of the book and checking checking answers. It's referring to the practice that a lot of us as

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00:10:07.230 --> 00:10:15.300

Andrew Hasley (He/Him/HIs): Practitioners and scientists do automatically which is assessing our solution to a problem and saying "Does that make sense."

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00:10:16.500 --> 00:10:22.230

Andrew Hasley (He/Him/HIs): And that is turns out it's a thing that can be learned. And we'll get into that in a minute. So

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00:10:23.340 --> 00:10:32.970

Andrew Hasley (He/Him/HIs): We're going to, I'll let Haley show you the instructions in just a second. But broadly speaking, we're going to look at that activity. It's background. We're going to have you do it as a learner.

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00:10:33.570 --> 00:10:39.450

Andrew Hasley (He/Him/HIs): Very quickly, and then we'll come back as a group and answer a prompt that we're going to give you

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00:10:41.460 --> 00:10:55.290

Hayley Orndorf (she/her): Yeah, so as Drew alluded to here, we are going to provide you with a summary of the background that would typically be given to students, either in a presentation or

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00:10:56.010 --> 00:11:05.910

Hayley Orndorf (she/her): In a worksheet so that we don't have to take time with all of us reading it individually. So again, this is going to be the background that you get going into the activity.

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00:11:06.390 --> 00:11:18.300

Hayley Orndorf (she/her): As Drew mentioned mistake the ideas that mistakes are valuable, especially when we can learn from them, and answer checking is a valuable skill in learning productively from our mistakes.

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00:11:19.890 --> 00:11:21.780

Hayley Orndorf (she/her): Let me turn the captions back on sorry.

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00:11:23.760 --> 00:11:35.400

Hayley Orndorf (she/her): And researchers and scientists often check their answers automatically using their background and experiences to see if a result or answer makes sense. But again, this till the skill takes practice.

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00:11:35.820 --> 00:11:42.510

Hayley Orndorf (she/her): And there might be a lot of reasons that someone doesn't check their answers. Maybe I'm rushing to complete the task. I don't even have time

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00:11:43.290 --> 00:11:50.520

Hayley Orndorf (she/her): They've been worried about what to do if I find a wrong answer. And maybe, I don't know how to fix it. Maybe I'm worried about what that says about me.

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00:11:51.300 --> 00:12:10.920

Hayley Orndorf (she/her): But again, it's a skill that can be practice and there are specific strategies provided by BioMAP and answer checking that are relevant to STEM that are helpful to guide us in checking our answers. So Units and Scale. Do the numbers look right. Given the units on estimating

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00:12:12.240 --> 00:12:22.290

Hayley Orndorf (she/her): Cost of a tank of gas at $200 might be something's off right maybe the scale doesn't quite look right and if I pause and look at that I could figure out where I went wrong.

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00:12:23.490 --> 00:12:34.440

Hayley Orndorf (she/her): Averages. We know that averages should be somewhere in the middle of your list of values, not larger or smaller than your, your extremes just knowing that can help us see if our average makes sense.

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00:12:35.580 --> 00:12:51.450

Hayley Orndorf (she/her): Um direction of changes. So with your experiment. Are you expecting results that increase or decrease. Are you seeing that was the direction, right, does it add up? So do your percentages add to 100% do your proportions add to one?

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00:12:52.770 --> 00:12:59.220

Hayley Orndorf (she/her): Converting to a measure that's more comfortable for you. So the question or the concept is about meters.

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00:12:59.700 --> 00:13:09.600

Hayley Orndorf (she/her): Maybe you think I don't have a really good grasp on meters, but I know that a meter is about the same as a yard, and I know that there are three feet in a yard. I've got lots of experience working with feet.

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00:13:10.950 --> 00:13:25.620

Hayley Orndorf (she/her): So switch it to something you're more comfortable with and then compare to what you see. So does the data match what you see when you look at the data in a visual representation. Right. So these are some basic strategies that are provided in the background of answer checking

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00:13:27.420 --> 00:13:40.080

Hayley Orndorf (she/her): So with that background, you will all access the activity. So remember there are links to Google Doc versions and Word doc versions available. And this is the Answer Checking adapted for the UDL webinar.

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00:13:40.620 --> 00:13:45.810

Hayley Orndorf (she/her): Before I set you off, I'll chat that resource link again, or maybe Carrie or Molly could do that.

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00:13:46.950 --> 00:13:56.070

Andrew Hasley (He/Him/HIs): Actually while that's that's happening. I just wanted to to cut back in and say to one thing that I forgot and and to scaffold this next piece and it's important

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00:13:56.460 --> 00:14:00.900

Andrew Hasley (He/Him/HIs): There is actually the reason we chose this activity is because we know a lot of you.

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00:14:01.350 --> 00:14:14.040

Andrew Hasley (He/Him/HIs): Are coming from potentially different disciplines. Some of you are teaching formally. Some of you may be more informal teachers and this kind of cuts across all of that and there's already a lot of good UDL built into it.

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00:14:15.930 --> 00:14:22.680

Andrew Hasley (He/Him/HIs): But also a lot of places where we can go with it. And I just want to say that to sort of prime you for what Hayley is about to ask you.

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00:14:23.490 --> 00:14:23.820

Hayley Orndorf (she/her): Right.

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00:14:23.940 --> 00:14:33.270

Hayley Orndorf (she/her): Then we're using this activity as a shared material that it's easy to get oriented to so we can talk about UDL the UDL that is in it.

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00:14:33.660 --> 00:14:46.920

Hayley Orndorf (she/her): And ways to apply it. So don't get hung up in the activity, although it's great BIOMAAP materials are awesome. We just want to have a shared reference for discussion today so that we can really get into practice. So just to be totally clear there.

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00:14:48.480 --> 00:14:50.640

Hayley Orndorf (she/her): So the answer, checking activity is

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00:14:50.640 --> 00:14:51.300

Hayley Orndorf (she/her): Available.

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00:14:51.480 --> 00:14:59.760

Hayley Orndorf (she/her): A bunch of ways you can hop in the Word doc or a Google Doc or the Word doc. And then there are three examples at the bottom.

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00:15:00.150 --> 00:15:06.090

Hayley Orndorf (she/her): That you'll complete as a learner. So try not to redo the computation use an answer tracking strategy.

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00:15:06.900 --> 00:15:16.170

Hayley Orndorf (she/her): Once you've done that you should identify identify places where learners that either you're familiar with or broadly might struggle.

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00:15:16.710 --> 00:15:33.930

Hayley Orndorf (she/her): Where what learners face challenges and this activity that could either be in the background information when I just summarize to what's written in the doc on the examples themselves or in the actual literal presentation of the activity like the format.

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00:15:35.130 --> 00:15:48.510

Hayley Orndorf (she/her): And then you should prepare to share something with the group, but hold on to it until we asked for those and we'll pull everyone back together in three minutes. So you actually have three full minutes pretty quiet time to go look at the activity.

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00:18:18.570 --> 00:18:18.990

Andrew Hasley (He/Him/HIs): Okay.

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00:18:19.410 --> 00:18:32.700

Hayley Orndorf (she/her): That puts us at about three minutes. I know that's pretty brief and that's why these materials are available on this whole now and forever. So you can revisit things and there will be a recording of the webinar to

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00:18:33.990 --> 00:18:52.650

Hayley Orndorf (she/her): So we want to have some sharing rate. So if you could share just a potential barrier or challenge for a learner either learners. You're familiar with, or you yourself experienced engaging with the material, you can do that either verbally or in the chat is fine.

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00:18:59.280 --> 00:19:01.740

elena ortiz (she/her): This is Elena tease I'll share

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00:19:03.780 --> 00:19:12.960

elena ortiz (she/her): I got stuck on that second question just sitting there looking at it going. I'm not even sure how to start answering this without like Googling something

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00:19:15.540 --> 00:19:16.410

elena ortiz (she/her): Yeah, that was one

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00:19:18.690 --> 00:19:23.280

elena ortiz (she/her): As a learner a barrier that I felt like why maybe I don't have enough background knowledge on this or

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00:19:25.680 --> 00:19:27.660

Hayley Orndorf (she/her): Definitely. So this is really

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00:19:28.980 --> 00:19:39.000

Hayley Orndorf (she/her): That's, that's a really important piece. So what we're assuming is a common background experience for everyone can be a barrier, not everyone has the same experiences.

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00:19:40.020 --> 00:19:43.500

Hayley Orndorf (she/her): Or something that's really challenging can feel overwhelming.

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00:19:47.250 --> 00:19:47.820

Hayley Orndorf (she/her): Great.

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00:19:50.520 --> 00:19:53.190

Denice Robertson: Hi this is Denise Robertson and

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00:19:53.580 --> 00:20:01.170

Denice Robertson: I found in number three, thinking about this from a learner perspective, the graph may not be something that students aren't familiar with.

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00:20:01.680 --> 00:20:11.220

Denice Robertson: You know, they may be able to understand that x and y axes, but being able to read that type of graph may not be something that they're up to speed on

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00:20:13.500 --> 00:20:21.180

Andrew Hasley (He/Him/HIs): Excellent. So not necessarily even just the fact that it's an image itself. But what what type of image, it is and and what, there's been exposure to. Yeah.

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00:20:24.180 --> 00:20:40.080

Hayley Orndorf (she/her): I see that in the chat Constance mentioned that to that that figure it's hard to read. There's a lot going on in there and often data visualizations can be pretty disengaging for a lot of people because it's a graph. I feel like I don't know where to start.

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00:20:41.190 --> 00:20:41.850

Hayley Orndorf (she/her): Yeah, great.

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00:20:42.360 --> 00:20:45.870

Constance Rinaldo: I was also just thinking that it's literally hard to read.

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00:20:45.960 --> 00:20:46.590

Hayley Orndorf (she/her): Bob. Yeah.

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00:20:46.620 --> 00:20:47.040

Oh,

112

00:20:48.210 --> 00:20:53.010

Constance Rinaldo: Yeah, so if you have any visual issues. He would never be able to read that crap.

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00:20:54.330 --> 00:20:54.870

Hayley Orndorf (she/her): Great way.

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00:20:58.470 --> 00:21:10.530

Adriel Cruz: This is a drill. I'm kind of going to that first one about the m&ms um I mean just kind of anecdotally, I know a lot of even just younger kids who are just afraid of fractions.

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00:21:11.160 --> 00:21:11.760

Adriel Cruz: And

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00:21:12.420 --> 00:21:17.850

Adriel Cruz: Let alone. So I mean over there. It's not just, do you understand that the average is supposed to be in the middle.

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00:21:18.540 --> 00:21:29.940

Adriel Cruz: But how I think even for me. I was just like I it took me a couple seconds to be like, no, that definitely seems way on the extreme as opposed to being in the middle.

118

00:21:30.660 --> 00:21:42.780

Adriel Cruz: And I think fractions can be a little bit scary. I think it's a little weird. Like, I personally, I probably would have done better if those were decimals or percentages, even as opposed to fractions.

119

00:21:48.720 --> 00:22:05.160

Suzanne Macey (she/her/hers): Hi this is Suzanne Macy, I'm Andrew mentioned something that made me think he mentioned that the figure is an image which for those visually impaired this question.

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00:22:05.520 --> 00:22:12.780

Suzanne Macey (she/her/hers): would read differently with not even knowing, maybe if you if they had a screen reader that would be able to read it might explain

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00:22:13.230 --> 00:22:26.280

Suzanne Macey (she/her/hers): Figure one caption, but the caption doesn't do a good enough job to explain, so I don't know because I'm not. I haven't done this with Google Docs. If you can embed metadata behind an image to give that

122

00:22:26.880 --> 00:22:38.160

Suzanne Macey (she/her/hers): Information that it's more explicitly explains what the image is having without having to put that into the, the, the, the figure caption. But if you weren't able to

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00:22:39.660 --> 00:22:48.270

Suzanne Macey (she/her/hers): Be good to have more explicit figure that really described the imagery as well for any student who would be visually impaired.

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00:22:49.470 --> 00:22:56.670

Andrew Hasley (He/Him/HIs): So I can actually speak to that very briefly I'll go ahead and just close to this group for those who don't know me, I actually am visually impaired. Imma

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00:22:58.350 --> 00:23:06.570

Andrew Hasley (He/Him/HIs): Have some residual vision, but I'm blind. And I did land on that graphic and go, Hmm, that's an interesting caption.

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00:23:08.490 --> 00:23:20.340

Andrew Hasley (He/Him/HIs): It is indeed possible both within Word and in Google Docs to what you're talking about as alternative text and anytime you plop an image. In fact, in the latest versions of the Microsoft products.

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00:23:20.760 --> 00:23:27.270

Andrew Hasley (He/Him/HIs): It actually comes up and says, Give me some alternative text to put in this other other pieces of software, you have to go find it yourself.

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00:23:28.410 --> 00:23:38.760

Andrew Hasley (He/Him/HIs): A lot of learning management systems are getting better at asking you for alternative text, but that's true that a really nice explicit caption that gives me just the information I need to assess that question would be great.

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00:23:45.060 --> 00:23:54.870

Hayley Orndorf (she/her): Alright, there's some great things going on in the chat and I'm just going to let that continue but I am going to move on to dig into UDL a bit

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00:23:54.900 --> 00:24:00.300

Hayley Orndorf (she/her): More I really don't want to leave the conversation guys have great points, but I will keep going here.

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00:24:01.500 --> 00:24:21.420

Hayley Orndorf (she/her): So now that we've begun thinking about UDL as a shift in mindset. This is Haley. To clarify, we want to take just a deeper dive into the background and details of UDL i'm going to share my screen again as we do that. So you get familiar with the home of the UDL guidelines.

132

00:24:23.730 --> 00:24:26.880

Hayley Orndorf (she/her): And this is linked from the slides as well. I just skip this step.

133

00:24:27.900 --> 00:24:33.810

Hayley Orndorf (she/her): Sorry about that. So this is cast the home of the UDL guidelines.

134

00:24:34.890 --> 00:24:45.780

Hayley Orndorf (she/her): They were developed here cast is a nonprofit education, research and development organization. So the UDL guidelines are based in neuroscience research about how people learn

135

00:24:46.920 --> 00:24:56.490

Hayley Orndorf (she/her): UDL is a framework for thinking about how to design learning environments and materials for the widest diversity of students. So rather than designing

136

00:24:56.940 --> 00:25:08.580

Hayley Orndorf (she/her): For our conception of average and then asking people to change things about how they learn. We have an environment that's flexible and adaptable that can meet learners, where they are.

137

00:25:09.330 --> 00:25:14.100

Hayley Orndorf (she/her): Another way that I've heard this put really well UDL is about designing

138

00:25:14.520 --> 00:25:27.540

Hayley Orndorf (she/her): For the margins, rather than the middle. So then when you plan for the margins. Everyone who shows up is better supported, not just people that we consider at the margins, but everyone in between.

139

00:25:28.110 --> 00:25:36.840

Hayley Orndorf (she/her): Feels like their options for them. And it's a flexible environment and Bruce going to walk us through the columns here.

140

00:25:37.800 --> 00:25:47.340

Andrew Hasley (He/Him/HIs): Yeah, so when you first see this table, it can be a lot to digest sometimes because there's almost not enough words on it. It feels like. But in some ways. There's too many but

141

00:25:47.790 --> 00:26:03.510

Andrew Hasley (He/Him/HIs): We want to sort of break this down and the tabular organization here is actually very deliberate. So when you look column by column. There are three columns and those line up with what really are the three pillars, the three tenants of universal design for learning.

142

00:26:04.740 --> 00:26:14.220

Andrew Hasley (He/Him/HIs): You've got engagement representation in action and expression and to tie back to the first webinar in this series for those who may have participated

143

00:26:14.970 --> 00:26:28.380

Andrew Hasley (He/Him/HIs): A lot. There is a lot of overlap between inclusive teaching practices like you heard about and universal design for learning. This is not an and also thing. They are very much parallel

144

00:26:29.250 --> 00:26:34.800

Andrew Hasley (He/Him/HIs): Complimentary things and so that engagement section is all about optimizing relevance.

145

00:26:35.220 --> 00:26:45.690

Andrew Hasley (He/Him/HIs): Making sure that that a student can engage with the material wants to engage with the material that the materials relevant to them and so on. So there's a lot a lot of inclusive.

146

00:26:46.350 --> 00:26:52.290

Andrew Hasley (He/Him/HIs): Practices live in that column, but also in some of the others. But I just wanted to highlight that that connection.

147

00:26:53.040 --> 00:27:03.780

Andrew Hasley (He/Him/HIs): The second column is all about representation. And so this is literally are you providing multiple means by which a student can engage with the content.

148

00:27:04.320 --> 00:27:10.800

Andrew Hasley (He/Him/HIs): And that can be Haley's going to get into this a little bit. When we talk about the rose, but that can be literal and that can be figurative. Are you providing

149

00:27:11.190 --> 00:27:18.120

Andrew Hasley (He/Him/HIs): multiple means of representing the content and and the, the things that you want to get across for your learning goals.

150

00:27:18.570 --> 00:27:26.100

Andrew Hasley (He/Him/HIs): And I could add the phrase for your learning goals on to every sentence. I'm saying right now because that's the focus of UDL is what are your learning goals.

151

00:27:26.430 --> 00:27:32.520

Andrew Hasley (He/Him/HIs): Not what do we need to do to make this activity accessible. What do we need to do to make the learning goal and attainment of learning goal accessible.

152

00:27:33.120 --> 00:27:37.110

Andrew Hasley (He/Him/HIs): And that goes right into the third column which is action and expression.

153

00:27:37.950 --> 00:27:51.540

Andrew Hasley (He/Him/HIs): And that is all about. Are you providing learners with multiple ways to demonstrate both for an instructor or you as a facilitator, whatever you may be doing and to themselves what their understanding is

154

00:27:52.020 --> 00:28:08.970

Andrew Hasley (He/Him/HIs): So are you providing multiple means to demonstrate to me as a student, and also to you as an instructor. What I have gained from this content and then I'll let Haley, talk about the the rows and how that works and show you that this table is very much a living thing.

155

00:28:10.110 --> 00:28:11.730

Hayley Orndorf (she/her): Yes, so

156

00:28:11.790 --> 00:28:25.920

Hayley Orndorf (she/her): The organization rose. I'm going to chop off the top. There is a bit more visually subtle, but it's really just as interesting. So the rows move from focusing on the external environment.

157

00:28:26.400 --> 00:28:41.370

Hayley Orndorf (she/her): Down to the internal development of the learner, resulting in this goal down here of people who are experts and how they learn right not necessarily subject matter experts in absolutely everything but experts in their own learning

158

00:28:42.600 --> 00:28:52.050

Hayley Orndorf (she/her): So the first row addresses access or accessibility. Another way to think about this is about removing barriers in the environment.

159

00:28:52.590 --> 00:29:02.580

Hayley Orndorf (she/her): So things like not only using visuals, or only using audio removing threats and distractions all about barrier removal

160

00:29:03.330 --> 00:29:14.850

Hayley Orndorf (she/her): The middle row is a bridge focus on skill building. So now that unnecessary barriers are removed, how can we scaffold environments to offer meaningful learning challenges.

161

00:29:15.540 --> 00:29:27.750

Hayley Orndorf (she/her): And I should say when I talk about barriers. I mean, unnecessary barriers, I don't mean making learning not challenging. There are productive learning challenges. I'm sure you all know that.

162

00:29:28.170 --> 00:29:37.620

Hayley Orndorf (she/her): I'm talking about things that are not required to meet the learning goal. So something in the means that could be removed, that's hindering someone so

163

00:29:38.700 --> 00:29:53.130

Hayley Orndorf (she/her): This row again is about the middle one building community collaborative skills clarifying language offering options for expression. So again, offering the flexibility and the means, but preserving your goals.

164

00:29:54.030 --> 00:29:59.520

Hayley Orndorf (she/her): This last row then is focused on internal skills and mindsets and the learner.

165

00:30:00.090 --> 00:30:12.240

Hayley Orndorf (she/her): So the real ultimate goal is for learners to have the skills to change their own environments. So when I walked in to Dryas lecture or webinar or whatever and imaginable.

166

00:30:12.960 --> 00:30:25.710

Hayley Orndorf (she/her): Me as a learner. I can identify that I'm not engaged. So how can I activate my background knowledge. How can I find ways to connect this to my own work. What do I already know.

167

00:30:26.490 --> 00:30:34.860

Hayley Orndorf (she/her): I can monitor myself and think oh my attention is wavering, maybe I would digest this better if I close my eyes and listen or if I write it down.

168

00:30:35.430 --> 00:30:45.360

Hayley Orndorf (she/her): Things like that. So I can make adjustments to the environment to help myself. Similar to enter checking these meta cognitive skills are things that scientists and

169

00:30:45.780 --> 00:31:02.490

Hayley Orndorf (she/her): Researchers do automatically because they're really well practice that these things right. And while we're at the live table as drew mentioned um, I just want to show you how much information is here. So each checkpoint is linked to a full description.

170

00:31:03.570 --> 00:31:18.690

Hayley Orndorf (she/her): So this build fluid sees with graduate and levels of support for practice and performance. Wow. That's a loaded phrase. So if you click on it. There's a really cool definition and then specific examples for just this checkpoint.

171

00:31:20.160 --> 00:31:25.830

Hayley Orndorf (she/her): Each of these also it links to the research behind again just that checkpoint so

172

00:31:26.820 --> 00:31:37.890

Hayley Orndorf (she/her): This is not an exaggeration. I learned something new or a new way to think about these every time I visit the table mentor and I'm working with it for quite a while now. So there's a lot of information here.

173

00:31:39.360 --> 00:31:50.700

Hayley Orndorf (she/her): And with that said, Drew will talk about maybe better ways to approach using the table so that doesn't feel so overwhelming and like so much information like a checklist.

174

00:31:51.630 --> 00:31:57.780

Andrew Hasley (He/Him/HIs): So I promised. We're going to stop talking again in a second. But I want to stress a couple of things that are really important here.

175

00:31:58.410 --> 00:32:09.090

Andrew Hasley (He/Him/HIs): The biggest one being this table is not a checklist. We are not at all, suggesting. And in fact, recommending against

176

00:32:09.780 --> 00:32:18.150

Andrew Hasley (He/Him/HIs): Trying to go to this with every activity you've got and tick the boxes. That's not what it's for. They wouldn't. Not everything will apply to every activity you're doing

177

00:32:18.450 --> 00:32:22.890

Andrew Hasley (He/Him/HIs): Not everything in this is doable with every activity. So one example is licensure.

178

00:32:23.730 --> 00:32:36.330

Andrew Hasley (He/Him/HIs): Exams. You may not be able to provide much alternatives for action and expression because the exam is the exam because a body has written it, but you may be able to do it when you're developing the activities that lead up to it.

179

00:32:36.780 --> 00:32:44.070

Andrew Hasley (He/Him/HIs): That kind of thinking. So these are truly guidelines there checkpoints and other words that are best used

180

00:32:44.790 --> 00:32:51.270

Andrew Hasley (He/Him/HIs): In the context of I have this set of learning goals. These are the activities. I'm thinking about doing

181

00:32:52.080 --> 00:33:05.760

Andrew Hasley (He/Him/HIs): Or. These are the activities that I do and all of my students or all of the participants in my thing always struggle at this point. This is where they are always asking the same question. This is where they always have a problem.

182

00:33:06.960 --> 00:33:19.650

Andrew Hasley (He/Him/HIs): UDL is a place to go where you may be able to add a means of engagement, add a means of representation, add a means for action and expression that actually helps that those people through

183

00:33:20.190 --> 00:33:25.200

Andrew Hasley (He/Him/HIs): That pinch point. So this is a and that's one of the terms for them is pinch points. I didn't want to say it, but I did.

184

00:33:26.400 --> 00:33:37.890

Andrew Hasley (He/Him/HIs): Basically, how can I make a small alteration to make this work better for everybody UDL guidelines are a great place to go for that. And that's something that we're going to practice with our, our next activity here.

185

00:33:40.980 --> 00:33:45.690

Hayley Orndorf (she/her): Exactly. So we are again returning to answer checking

186

00:33:46.830 --> 00:33:52.260

Hayley Orndorf (she/her): So I'll share the instructions for us. Everybody can see

187

00:33:55.230 --> 00:33:56.070

Hayley Orndorf (she/her): So,

188

00:33:57.180 --> 00:34:06.840

Hayley Orndorf (she/her): You will return to answer checking and think about the challenges that you identified and we discussed in the first round.

189

00:34:07.350 --> 00:34:18.810

Hayley Orndorf (she/her): And then think about how you could address the challenge or the barrier using the UDL guidelines and again. Think small. Just one more way to engage students

190

00:34:19.290 --> 00:34:24.930

Hayley Orndorf (she/her): represent them material or allow students to express their knowledge, just one place

191

00:34:25.860 --> 00:34:34.140

Hayley Orndorf (she/her): You will be sorted into breakout rooms of about three to five people. And again, the specific instructions are here on the slide.

192

00:34:34.560 --> 00:34:44.280

Hayley Orndorf (she/her): If you need to come back and reference them. So you'll share your ideas together, discuss, you know, look through the table together give feedback.

193

00:34:45.120 --> 00:34:52.860

Hayley Orndorf (she/her): Will do that for about five minutes and then we'll pull you back in and each group should prepare to share one

194

00:34:53.280 --> 00:35:09.510

Hayley Orndorf (she/her): Challenge. You need to identify the challenge. And then how you think you could go about addressing it with UDL and then we'll discuss for the majority of the time after that. Okay, I believe that Molly is going to start us into breakout rooms pretty randomly.

195

00:35:10.320 --> 00:35:11.820

Molly Phillips: Yep. It'll be random.

196

00:35:13.110 --> 00:35:15.990

Molly Phillips: Alright, see you guys in a couple minutes.

197

00:35:43.980 --> 00:35:45.000

Molly Phillips: Get invitations.

198

00:35:45.330 --> 00:35:45.960

Hayley Orndorf (she/her): I did.

199

00:35:46.680 --> 00:35:47.400

I did.

200

00:35:48.450 --> 00:35:49.650

Andrew Hasley (He/Him/HIs): I don't know how to reject it.

201

00:35:51.030 --> 00:35:53.130

Molly Phillips: I can see that you haven't taken my

202

00:35:55.650 --> 00:35:57.960

Hayley Orndorf (she/her): How many people were in a group.

203

00:35:59.340 --> 00:36:00.300

Molly Phillips: 24

204

00:36:01.980 --> 00:36:02.280

Good.

205

00:36:04.350 --> 00:36:07.140

Hayley Orndorf (she/her): So we're not going to mess it up a bunch by not going to her. Boom.

206

00:36:07.830 --> 00:36:10.200

Molly Phillips: I don't think so. Okay. Okay.

207

00:36:16.110 --> 00:36:19.920

Molly Phillips: I guess breakout one is three people only

208

00:36:20.610 --> 00:36:21.180

Hayley Orndorf (she/her): That's okay.

209

00:36:22.980 --> 00:36:26.190

Molly Phillips: But yeah, everybody has at least three

210

00:36:29.280 --> 00:36:32.640

Molly Phillips: Then I guess I just hit close all rooms, when we're ready to close them.

211

00:36:32.940 --> 00:36:33.240

Hayley Orndorf (she/her): Yeah, I

212

00:36:33.300 --> 00:36:35.550

Molly Phillips: Think so. And they all come back.

213

00:36:35.880 --> 00:36:36.450

Yes.

214

00:36:37.770 --> 00:36:44.250

Hayley Orndorf (she/her): I think there's a one minute warning. So we might want to do it a little early.

215

00:36:46.590 --> 00:36:52.650

Molly Phillips: I see there's like a thing that says broadcast message to all. I wonder if that's how you do one minute.

216

00:36:55.140 --> 00:36:58.380

Molly Phillips: I'll just send you guys tell me when you want me to do a one minute warning.

217

00:37:00.120 --> 00:37:03.120

Molly Phillips: I feel like as a mother. My. You don't want to trust my I'm

218

00:37:04.650 --> 00:37:07.710

Molly Phillips: Like, you know, five minutes long, you know,

219

00:37:09.480 --> 00:37:12.600

Molly Phillips: My ability to understand time has changed greatly

220

00:37:16.620 --> 00:37:19.500

Hayley Orndorf (she/her): Drew went 341

221

00:37:20.310 --> 00:37:22.890

Andrew Hasley (He/Him/HIs): Wow. All right. Good God, that went fast. Okay.

222

00:37:24.540 --> 00:37:29.460

Hayley Orndorf (she/her): So well mostly just facilitate discussion, I think, and then do questions.

223

00:37:29.820 --> 00:37:30.180

Andrew Hasley (He/Him/HIs): Yeah.

224

00:37:30.330 --> 00:37:36.450

Andrew Hasley (He/Him/HIs): That's good. Oh, you mean where you're saying the time I thought you were said we were three minutes and 40 seconds already

225

00:37:36.960 --> 00:37:39.600

Hayley Orndorf (she/her): No, no, no, no. We're at three

226

00:37:39.990 --> 00:37:42.510

Hayley Orndorf (she/her): Or 40 years. Yeah, yeah.

227

00:37:42.660 --> 00:37:47.940

Andrew Hasley (He/Him/HIs): I understand now. So yeah, that I think lets us come back and facilitate that discussion.

228

00:37:49.050 --> 00:37:54.330

Andrew Hasley (He/Him/HIs): We may have time. I think we're probably going to end up a time for questions. Right, and that's

229

00:37:54.870 --> 00:37:55.260

Hayley Orndorf (she/her): Yeah.

230

00:37:55.440 --> 00:37:56.850

Andrew Hasley (He/Him/HIs): That's gonna be not it. Okay.

231

00:37:58.980 --> 00:38:02.070

Hayley Orndorf (she/her): Well, depending on how the discussion goes you

232

00:38:02.490 --> 00:38:05.190

Andrew Hasley (He/Him/HIs): Haven't been monitoring the chat. Is anybody upset yet.

233

00:38:06.540 --> 00:38:07.560

Molly Phillips: No, no one's upset.

234

00:38:07.590 --> 00:38:08.250

Andrew Hasley (He/Him/HIs): Okay.

235

00:38:08.670 --> 00:38:09.780

Molly Phillips: I've been monitoring it.

236

00:38:12.270 --> 00:38:19.590

Molly Phillips: So nice active discussion when you guys were talking about the first activity and then it's been except for someone asked about

237

00:38:20.730 --> 00:38:24.840

Molly Phillips: The captions that Haley was using and Carrie answered it. Oh, great.

238

00:38:26.700 --> 00:38:27.000

Hayley Orndorf (she/her): Good.

239

00:38:33.780 --> 00:38:35.040

Molly Phillips: Mike, can typing.

240

00:38:37.530 --> 00:38:38.070

Molly Phillips: So I have

241

00:38:40.320 --> 00:38:41.520

Molly Phillips: My husband's confusing.

242

00:38:43.980 --> 00:38:45.000

Hayley Orndorf (she/her): Switch machines.

243

00:38:48.210 --> 00:38:50.040

Andrew Hasley (He/Him/HIs): Wait wait to show your flexibility.

244

00:38:50.490 --> 00:38:51.360

Thanks.

245

00:38:53.220 --> 00:38:53.940

Molly Phillips: Practice.

246

00:38:54.060 --> 00:39:01.440

Andrew Hasley (He/Him/HIs): We were, we were talking about multiple means of representation. I didn't necessarily mean use a completely different machine but you know

247

00:39:02.460 --> 00:39:03.120

Molly Phillips: Yeah.

248

00:39:04.350 --> 00:39:09.270

Molly Phillips: Yeah definitely shows how early I get when everything open and just so

249

00:39:10.590 --> 00:39:14.040

Molly Phillips: So definitely more difficult.

250

00:39:18.570 --> 00:39:21.510

Hayley Orndorf (she/her): I think four minutes. It was probably 339

251

00:39:26.490 --> 00:39:28.770

Molly Phillips: I dropped my one minute warning, then

252

00:39:30.870 --> 00:39:33.300

Hayley Orndorf (she/her): nerve wracking to know how those are going

253

00:39:40.290 --> 00:39:46.860

Molly Phillips: I'll feel funny if I send this one minute warning and then I close the rooms and it's still like a one, it does give a one minute.

254

00:39:48.960 --> 00:39:50.220

Hayley Orndorf (she/her): Oh well.

255

00:39:50.340 --> 00:39:50.970

We'll figure it out.

256

00:39:55.020 --> 00:39:58.560

Hayley Orndorf (she/her): We're still recording, so I hope you can maybe edit this out.

257

00:40:00.600 --> 00:40:02.280

Molly Phillips: Oh yeah, forgot about

258

00:40:02.340 --> 00:40:04.140

Andrew Hasley (He/Him/HIs): Here because I don't think it records the breakouts.

259

00:40:04.380 --> 00:40:05.640

Molly Phillips: And does I'm just us.

260

00:40:08.640 --> 00:40:11.220

Andrew Hasley (He/Him/HIs): Don't think that I wish there was an easy way to do

261

00:40:12.900 --> 00:40:15.090

Andrew Hasley (He/Him/HIs): Is like this is when I would be walking around the room.

262

00:40:16.470 --> 00:40:24.450

Andrew Hasley (He/Him/HIs): Right and picking up on stuff that's coming up in case it needs to see the conversation later or like addressing misconception or

263

00:40:24.990 --> 00:40:29.190

Hayley Orndorf (she/her): Yeah, only like mean like one host can kind of do that.

264

00:40:31.530 --> 00:40:34.110

Molly Phillips: Yeah, I can. I can join the different breakout room.

265

00:40:34.290 --> 00:40:34.560

Molly Phillips: Alright.

266

00:40:34.740 --> 00:40:35.850

Molly Phillips: So no one minute warning.

267

00:40:36.240 --> 00:40:41.550

Hayley Orndorf (she/her): Yeah, I think, send it in sooner than a minute pull them back.

268

00:40:46.590 --> 00:40:47.190

Hayley Orndorf (she/her): We pretty much

269

00:40:49.710 --> 00:40:49.980

We can

270

00:41:02.730 --> 00:41:03.660

Molly Phillips: See what happens.

271

00:41:05.280 --> 00:41:06.210

Molly Phillips: It does give a minute.

272

00:41:08.580 --> 00:41:08.910

Andrew Hasley (He/Him/HIs): Wasn't

273

00:41:08.940 --> 00:41:09.240

Going

274

00:41:11.610 --> 00:41:13.350

Hayley Orndorf (she/her): To start, like doing back

275

00:41:13.500 --> 00:41:16.050

Hayley Orndorf (she/her): And then it'll force them so

276

00:41:16.080 --> 00:41:17.700

Molly Phillips: We can tell them it was a mom minute

277

00:41:18.330 --> 00:41:18.660

Yeah.

278

00:41:25.500 --> 00:41:28.800

Andrew Hasley (He/Him/HIs): I know I'm thinking back to graduate school and the thinking. No, that's a TA minute

279

00:41:31.500 --> 00:41:32.070

Molly Phillips: S.

280

00:41:51.270 --> 00:41:54.840

Hayley Orndorf (she/her): Wait for others to make it back to us.

281

00:41:56.940 --> 00:41:57.390

Hayley Orndorf (she/her): Just

282

00:42:13.170 --> 00:42:14.430

Molly Phillips: Everyone should be back now.

283

00:42:15.840 --> 00:42:16.380

Hayley Orndorf (she/her): Great.

284

00:42:20.610 --> 00:42:26.910

Hayley Orndorf (she/her): So welcome back. Thanks for playing with us in the zoom breakouts and a participatory webinar and hanging with it.

285

00:42:29.220 --> 00:42:42.210

Hayley Orndorf (she/her): So could groups share either verbally or in the chat about things that came up that challenge to discuss in a way to use video or anything interesting really that came up we are not picky.

286

00:42:46.860 --> 00:43:02.220

Denice Robertson: Sure, I was in group one, um, and we picked. Number two, as one to try to add, you know, some UDL to us and we felt like the biggest issues with that one.

287

00:43:03.060 --> 00:43:16.500

Denice Robertson: Had to do really with the lack of context where you can create equal footing for everybody to understand really the question and and be able to evaluate it. So we suggested adding a phrase.

288

00:43:17.910 --> 00:43:37.440

Denice Robertson: Or even a link that gave the students information on how many babies are actually born in the US and then have those babies born. How many get vaccinations and then also thinking about a little bit more information around what they mean by severe and permanent reactions.

289

00:43:38.730 --> 00:43:41.340

Denice Robertson: Really clarifying that information.

290

00:43:48.150 --> 00:44:00.240

Suzanne Macey (she/her/hers): I'll jump in. I was in group two. And we had a very similar conversation and and discuss aspects of that number. Question number two. And according to the

291

00:44:00.780 --> 00:44:04.020

Suzanne Macey (she/her/hers): Sort of guidelines that would be, you know, the comprehension.

292

00:44:04.770 --> 00:44:16.920

Suzanne Macey (she/her/hers): And internalize so supply background knowledge. So trying to understand where the students are with even if they know how many people are in the United States or, you know, how many babies are born in a year so

293

00:44:17.580 --> 00:44:28.800

Suzanne Macey (she/her/hers): Whether that be a list of guiding questions to help them through the thinking process, but I really liked what Denise said and their group said about, you know, providing them you know structure to actually get that knowledge.

294

00:44:29.280 --> 00:44:41.520

Suzanne Macey (she/her/hers): And and then we just briefly also mentioned what I had brought up in the larger group earlier with the alternative text for the imagery. So another action of, you know, access and making sure that

295

00:44:42.930 --> 00:44:48.150

Suzanne Macey (she/her/hers): Everything would be accessible to each different sort of ability

296

00:44:49.380 --> 00:44:55.830

Suzanne Macey (she/her/hers): And feel free anyone also in my group that wants to chime in. We talked about how students normally will just Google an answer.

297

00:44:56.430 --> 00:44:57.870

Suzanne Macey (she/her/hers): They come up from anywhere and it

298

00:44:57.900 --> 00:44:58.230

can be quite...

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00:44:59.670 --> 00:45:00.540

Christina Colon: I just

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00:45:00.600 --> 00:45:01.800

Christina Colon: I just googled the answer.

301

00:45:03.090 --> 00:45:22.740

Christina Colon: And what occurs to me is because, according to Google 130 million babies are born worldwide each year that a student who is doing this self reflection and checking might conclude that what's wrong, isn't the number of babies, but it could be the geographic location of those babies.

302

00:45:23.010 --> 00:45:24.840

Christina Colon: So they might say, oh, maybe

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00:45:25.140 --> 00:45:33.120

Christina Colon: What this poster meant was out of the hundred and 30 million worldwide 30 million or damaged so

304

00:45:34.230 --> 00:45:39.450

Christina Colon: Safe guarding against possible ways for students to self reflect and still get it wrong.

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00:45:47.790 --> 00:45:55.710

Anna Edwards: I didn't know if we want to, do other people want to discuss number two, or our group discussed problem number one with the Eminem's

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00:45:56.010 --> 00:45:56.730

Andrew Hasley (He/Him/HIs): I'd say go for it.

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00:45:57.300 --> 00:46:07.410

Anna Edwards: Okay, so we had other people that had great ideas. I'm just going to report out what they were. Um, so there is some thought with the fractions to have

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00:46:08.460 --> 00:46:19.290

Anna Edwards: Part of the problem for the students to do instead of jumping right into the math was to come up with a way to visualize the fractions and Irma had a great idea of thinking about them as

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00:46:19.800 --> 00:46:37.230

Anna Edwards: pizzas or pies, especially because they're fairly straightforward fractions and if the students drew out the three fractions and then drew out what the was supposedly answer. The average was supposed to be 3/4. For us if you drew those out that would help you start to look at, well, what should my answer be approximately

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00:46:38.580 --> 00:46:46.350

Anna Edwards: And that could be part of the points in answering the question would be, being able to draw it visually and getting some credit for that as well.

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00:46:47.430 --> 00:46:56.970

Andrew Hasley (He/Him/HIs): So I think it's so that's really nice an interesting way of looking at this. And I think this is a good time to be to be clear that we did.

312

00:46:57.660 --> 00:47:05.280

Andrew Hasley (He/Him/HIs): We sort of cherry picked this module out. And so what's interesting to me and worth noting is that some of the things you guys are saying

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00:47:05.790 --> 00:47:16.860

Andrew Hasley (He/Him/HIs): Are actually done in other BIOMAAP modules. So we kind of threw this activity under the bus a little bit by taking it out of its full context in a curriculum, but

314

00:47:17.550 --> 00:47:30.210

Andrew Hasley (He/Him/HIs): It. So it's great to see that some of what you folks are coming out with for UDL related things also can be done in the broader context of BIOMAAP. So I just wanted to put that out there.

315

00:47:47.700 --> 00:47:53.130

Hayley Orndorf (she/her): Others. Does anyone else have anything they'd like to share things that were challenging still

316

00:48:00.360 --> 00:48:00.720

Okay.

317

00:48:02.130 --> 00:48:04.560

Andrew Hasley (He/Him/HIs): So one thing that

318

00:48:05.880 --> 00:48:09.510

Andrew Hasley (He/Him/HIs): I think might be interesting to highlight here is

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00:48:10.530 --> 00:48:12.240

Andrew Hasley (He/Him/HIs): Just thinking even

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00:48:13.350 --> 00:48:19.620

Andrew Hasley (He/Him/HIs): More. It sounds like a lot of people were looking at the individual questions, which is great. There's nothing wrong with that at all.

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00:48:20.820 --> 00:48:27.690

Andrew Hasley (He/Him/HIs): We weren't quite sure exactly where everyone would go, but even thinking about the the entire

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00:48:28.410 --> 00:48:43.800

Andrew Hasley (He/Him/HIs): Activity here it's it's worth mentioning that there is a PowerPoint that goes with it that we didn't give to you. So there are even other ways of representing this information built into it, but thinking about, are there ways to make this a more alive.

323

00:48:44.940 --> 00:48:51.630

Andrew Hasley (He/Him/HIs): Thing through videos or something like that, like, you know, are the things we could do with that. So sometimes

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00:48:52.680 --> 00:48:58.710

Andrew Hasley (He/Him/HIs): You can even zoom out to the 10,000 foot view, we'd like. What could I do for this activity as a whole.

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00:49:00.300 --> 00:49:04.980

Andrew Hasley (He/Him/HIs): And like I say, it's not wrong that that hasn't come up organically. But I think it's something that we wanted to highlight

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00:49:06.930 --> 00:49:24.150

Hayley Orndorf (she/her): Right, like a very simple thing to consider is how you're giving students this information, um, especially when like when we're in traditional settings are you giving it to them on paper or in a digital format is the digital format accessible or easily

327

00:49:26.220 --> 00:49:44.250

Hayley Orndorf (she/her): Easy to put into Google Translate. Right. Is it important that English as a first language here so that part of your learning goal and an English class, certainly might be for this, maybe not so things, things like that. You can really go at different levels of applying the UDL. Carrie?

328

00:49:45.600 --> 00:50:03.810

Carrie Diaz Eaton: Um, yeah, when you said Drew, And you said video that reminded me like of the third problem and like I had trouble like thinking about like how fast that is for a spider. Like, how often do I observed spiders.

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00:50:03.990 --> 00:50:10.080

Carrie Diaz Eaton: Before they're no longer alive. Um, and so, like,

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00:50:11.310 --> 00:50:21.870

Carrie Diaz Eaton: It struck me that like getting that intuition might be useful in a video and this right, this reminds me way back when I was in this this

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00:50:22.470 --> 00:50:27.480

Carrie Diaz Eaton: Group that was looking at modeling curriculum and they had this problem about

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00:50:27.870 --> 00:50:36.300

Carrie Diaz Eaton: People waiting at an elevator in an office building. And people said they were late because there were this many elevators and this many floors and this many

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00:50:36.570 --> 00:50:42.660

Carrie Diaz Eaton: This capacity or whatever and you had to solve this modeling problem like, How do you make your elevator system more efficient.

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00:50:43.410 --> 00:50:54.120

Carrie Diaz Eaton: And somebody said, Okay, I don't understand the concept of waiting for an elevator, because I've never had to do that and and i i stopped as a

335

00:50:54.930 --> 00:51:08.820

Carrie Diaz Eaton: As a city girl who now lives in like quasi "country city", um, you're right. Like I on my campus. There's no elevator that I ever have to wait for because it's too crowded for me to get on like

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00:51:09.750 --> 00:51:10.980

Carrie Diaz Eaton: Nowhere on campus.

337

00:51:10.980 --> 00:51:21.960

Carrie Diaz Eaton: Does that exist. So I like it. And so somebody had said, Well, what if you showed a video of that and like a really good point. So think about how video is my enhance context.

338

00:51:22.140 --> 00:51:26.730

Andrew Hasley (He/Him/HIs): Here and what's and what's really interesting is when you're talking about this and that that comes up.

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00:51:27.180 --> 00:51:33.630

Andrew Hasley (He/Him/HIs): That third one, the real that what the intent is with that is to see a disconnect between the text in the figure.

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00:51:34.170 --> 00:51:43.560

Andrew Hasley (He/Him/HIs): And you've just gone around that from a completely different angle with something else that could help, which is again like that's a very universal design thing to do. So that's great.

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00:51:44.760 --> 00:51:45.480

Hayley Orndorf (she/her): Yes, it's

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00:51:45.690 --> 00:51:47.760

Christina Colon: A comment, um,

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00:51:48.930 --> 00:51:52.440

Christina Colon: We also just have to be really careful that we're not teaching the wrong lessons.

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00:51:52.680 --> 00:51:53.160

Hayley Orndorf (she/her): Um,

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00:51:53.310 --> 00:52:01.470

Christina Colon: The lesson I learned this. It's okay to pull legs off of spiders. And I don't think that was intentional, but I think we do have to be cautious when we

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00:52:03.480 --> 00:52:04.170

Andrew Hasley (He/Him/HIs): Know,

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00:52:04.260 --> 00:52:11.610

Christina Colon: Present research that is inherently cruel to animals and seemingly non viable as a research question.

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00:52:13.170 --> 00:52:24.840

Hayley Orndorf (she/her): Certainly, certainly. Yeah, it's very important to think about everyone's experiences the messages of every piece of your curriculum that's very important.

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00:52:25.140 --> 00:52:42.540

Christina Colon: Yeah, because I think also it's distracting from the learning, but it's also, um, you know, if we want to be inclusive I'm personally offended by this study, and I don't care how fast they run. I've got so many other things I'm thinking about. It's truly a distraction.

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00:52:42.870 --> 00:52:45.480

Hayley Orndorf (she/her): Certainly yeah it's disengaging yeah

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00:52:45.900 --> 00:52:56.820

Carrie Diaz Eaton: I think the rhetoric also for us. Number two is very similar. I mean, because it's position does an anti VAX there's like there could be a ways that that could be phrased also

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00:52:58.110 --> 00:53:00.810

Carrie Diaz Eaton: Thinking about because Christine's point in particular.

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00:53:00.930 --> 00:53:01.350

Mm hmm.

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00:53:02.460 --> 00:53:11.850

Andrew Hasley (He/Him/HIs): And so what this is highlighting is is how much. In fact, it's interesting. Some of this conversation has been on representation

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00:53:12.840 --> 00:53:20.820

Andrew Hasley (He/Him/HIs): Um, and on the representation piece. And some of this. And a lot of it has been speaking to more things in the in the engagement column.

356

00:53:21.660 --> 00:53:37.110

Andrew Hasley (He/Him/HIs): I am interested. And I don't know if anybody and I. It's not that I don't think this is valuable, but I want to just ask. I haven't heard a lot of stuff coming up from the expression side of things. And I'm just wondering if that came up for anybody's group.

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00:53:41.430 --> 00:53:42.690

Constance Rinaldo: What do you mean, what do you mean

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00:53:42.870 --> 00:54:02.310

Andrew Hasley (He/Him/HIs): Oh, I'm sorry. So, so I'm alterations that your groups came up with that might go under the action and expression column. The action and expression aspect of UDL so um I some of the things that I'm thinking of like when I was looking at this, we're

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00:54:03.360 --> 00:54:17.790

Andrew Hasley (He/Him/HIs): We're pretty much like what is the means of reflection here are people writing it down. Are they giving me an audio file, just talking about it. Are they going to be talking groups with each other about what their, their thing is on this.

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00:54:18.900 --> 00:54:22.380

Andrew Hasley (He/Him/HIs): Those are kind of some of the things that I'm thinking of. I'm just wondering if that came up

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00:54:23.370 --> 00:54:35.670

Constance Rinaldo: Well what came up for us was context, which I think does. I mean, doesn't, it's not specifically what you're talking about. But it does address some of the things you're talking about is, you know, you look at just those

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00:54:36.960 --> 00:54:45.750

Constance Rinaldo: I mean 30 million. What does that mean, and I mean all you get out of that question is anti vaccines and 30 million babies and there's no context.

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00:54:46.080 --> 00:54:58.530

Andrew Hasley (He/Him/HIs): So that that I'm going to just to provide a little bit of structure that is important, but I would probably map. If I was explicitly mapping. These which again.

364

00:54:59.010 --> 00:55:11.790

Andrew Hasley (He/Him/HIs): You don't always want to do. I would put that under representation and engagement because that's what I'm giving the student, but there's this third piece of UDL, which is what am I asking the student to give back to me.

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00:55:13.020 --> 00:55:15.300

elena ortiz (she/her): When we sorry Andrew sorry drew

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00:55:16.620 --> 00:55:23.940

elena ortiz (she/her): In our group, we just briefly we asked ourselves the question, well, is this an online assignment or an in person assignment. And I think people were kind of

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00:55:24.300 --> 00:55:32.850

elena ortiz (she/her): headed that way to thinking about, well, our is are we asking students to kind of talk it out or write it down. But we didn't really spend much time on it, but

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00:55:33.000 --> 00:55:33.720

elena ortiz (she/her): That would be

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00:55:35.670 --> 00:55:36.480

Andrew Hasley (He/Him/HIs): Nice. Yeah.

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00:55:39.120 --> 00:55:39.600

Hayley Orndorf (she/her): Yes.

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00:55:39.990 --> 00:55:42.630

elena ortiz (she/her): Mostly because we didn't know what the context was for the assignment. Right.

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00:55:42.660 --> 00:55:43.920

Andrew Hasley (He/Him/HIs): Yeah, and that's our fault.

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00:55:49.980 --> 00:55:54.600

Adriel Cruz: And Andrew, I thank you for kind of bringing that point up and maybe it's just because of

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00:55:55.050 --> 00:56:05.130

Adriel Cruz: Where my institutions professional development has been, but I think a lot of the professional development that I've had from my institution has been a lot on what

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00:56:06.720 --> 00:56:13.050

Adriel Cruz: Teachers can do differently. I'm not saying that's a bad way to go. We definitely have a lot of a long way to go and turn or

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00:56:13.530 --> 00:56:21.390

Adriel Cruz: Or lot to learn a lot, you know, ways to think about. But I think it's always been focused on the delivery of the information and how things can be different.

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00:56:21.840 --> 00:56:31.230

Adriel Cruz: Um, I come from a community college and right now our community college is very, very focused on an equity and it's all about changing syllabus language. It's all about

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00:56:32.010 --> 00:56:42.900

Adriel Cruz: Putting representative examples in your in your lessons and whatnot. And there isn't a lot of at least in my institution. There isn't an emphasis on

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00:56:43.650 --> 00:56:48.480

Adriel Cruz: Multiple ways of assessments are multiple ways of having students give us

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00:56:49.200 --> 00:57:04.560

Adriel Cruz: Like, and it's interesting, just because, you know, in the context of the our current pandemic. It's only now that we're thinking well do we want to do an essay or do we want to do something other than the standard multiple choice question and I think

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00:57:06.240 --> 00:57:13.980

Adriel Cruz: What I can say is at least personally for my institution that hasn't been something that has been addressed, and I can and then specifically addressed within my department.

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00:57:14.460 --> 00:57:25.020

Adriel Cruz: I mean, like, I come from department that's very stereotypical here's your 100 point multiple choice exam. That's 80% of your grade. Good luck.

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00:57:28.230 --> 00:57:36.420

Hayley Orndorf (she/her): So I'm, I'm really sorry to kind of solve the norm and great discussion. Um, but I do want to take respect everyone's time we're at 41

384

00:57:37.890 --> 00:57:47.400

Hayley Orndorf (she/her): So thank you for being here. Thank you for participating. A big thank you to BIOMAAP for always letting us use their materials. They're really great

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00:57:47.970 --> 00:58:03.750

Hayley Orndorf (she/her): For addressing math and attitudes and anxiety. I encourage you to check them out. They are really well UDL aligned and they're always willing to let us experiment with them and pick them apart, which we're very thankful for. I just want to share our contact information.

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00:58:06.090 --> 00:58:15.930

Hayley Orndorf (she/her): Do that with my screen here. So Andrew Hasley is at andrew.hasley@bioquest.org his Twitter handle is at @aohasley

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00:58:16.410 --> 00:58:25.770

Hayley Orndorf (she/her): And then me Haley, I can be reached at hco1@pitt.edu and in our slides, we do have a link to a group on QUBES

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00:58:26.250 --> 00:58:33.090

Hayley Orndorf (she/her): It's just the UDL initiative of BioQUEST and QUBES. If you want to join the group, you'll get notifications about upcoming

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00:58:33.570 --> 00:58:50.460

Hayley Orndorf (she/her): Events faculty mentoring networks. We share resources here. It's open for discussions Drew and I are able to stick around and continue answering questions or talking to folks who'd like but I do want to officially end things so that anyone who needs to be on the way.

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00:58:58.380 --> 00:59:02.400

Hayley Orndorf (she/her): Oh, there's a survey. Yeah. Molly has been sharing the survey, please take the survey.

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00:59:03.270 --> 00:59:03.960

Andrew Hasley (He/Him/HIs): Oh no we forgot

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00:59:05.790 --> 00:59:08.670

elena ortiz (she/her): Would you put up your contact information again.

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00:59:09.690 --> 00:59:10.710

Hayley Orndorf (she/her): Yes, thank you.

394

00:59:13.590 --> 00:59:18.780

elena ortiz (she/her): Thank you so much. It's been a great, great experience. It went by fast the time went by fast.

395

00:59:28.800 --> 00:59:36.090

Sheritta Fagbodun: Is it possible to post a example of a really good UDL activity. That kind of meets all the

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00:59:39.150 --> 00:59:46.200

Sheritta Fagbodun: The, the steps to effectively engage the students. I know we found the ones that were kind of like really horrible.

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00:59:47.730 --> 01:00:03.330

Hayley Orndorf (she/her): So it really depends on your learning goals. Right. So it's really hard to find an activity that's going to be effective that technically aligns to every single UDL guideline.

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01:00:04.440 --> 01:00:15.570

Hayley Orndorf (she/her): We really encourage not using them like a checklist, but rather guiding principles so like the BIOMAAP materials we saw today are really well aligned with engagement.

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01:00:17.310 --> 01:00:18.810

Hayley Orndorf (she/her): There's room for

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01:00:22.860 --> 01:00:28.140

Hayley Orndorf (she/her): We can share some out maybe in the UDL group on QUBES.

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01:00:29.280 --> 01:00:33.300

Hayley Orndorf (she/her): Are some examples. All the BIOMAAP materials, I'm

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01:00:34.530 --> 01:00:41.220

Hayley Orndorf (she/her): Fully recommend because they're really UDL aligned. It depends on your goal, great for your

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01:00:41.640 --> 01:00:43.380

Hayley Orndorf (she/her): Activity through your unit.

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01:00:44.580 --> 01:00:45.570

Hayley Orndorf (she/her): And adjustments.

405

01:00:46.440 --> 01:00:46.590

To

406

01:00:48.780 --> 01:00:49.230

Sheritta Fagbodun: Okay.

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01:00:50.730 --> 01:00:51.480

Sheritta Fagbodun: Thank you.

408

01:00:51.960 --> 01:00:54.000

Hayley Orndorf (she/her): Yeah, thanks for coming. Thanks for your question.

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01:00:54.840 --> 01:00:56.190

Sheritta Fagbodun: A problem. Have a nice to

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01:00:56.550 --> 01:00:57.150

Meet you

411

01:01:03.660 --> 01:01:06.030

Adriel Cruz: If you don't mind, I did have something I did want to ask

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01:01:06.090 --> 01:01:20.760

Adriel Cruz: You. That's okay. So, um, I was particularly interested in the in the spider one, particularly since it was brought up about graphs on so I just came from my institutions, creating accessible content. I'm kind of

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01:01:21.780 --> 01:01:26.400

Adriel Cruz: A kind of a lesson. And I think that's one of the things

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01:01:28.980 --> 01:01:38.190

Adriel Cruz: That came up was, how do we provide what is a appropriate alternative the text for something like a graph and I mean the way that