Schedule and Program Description
Winter iteration (February 6 - February 24, 2023)

MONDAY February 6	TUESDAY February 7	WEDNESDAY February 8	THURSDAY February 9	FRIDAY February 10
Cohort Kick-Off Meeting 10:00 - 11:00 am or 1:00 - 2:00 pm	**Core Session 1** 10:00 - 11:30 am or 1:00 - 2:30 pm	**Recommended Session** 12:00 - 1:00 pm	**Core Session 2** 10:00 - 11:30 am or 1:00 - 2:30 pm	**Recommended Session** 12:00 - 1:00 pm
				Consultation 1

MONDAY February 13	TUESDAY February 14	WEDNESDAY February 15	THURSDAY February 16	FRIDAY February 17
Core Session 3 10:00 - 11:30 am or 1:00 - 2:30 pm	**Recommended Session** 12:00 - 1:00 pm	**Cohort Check-In Meeting** 10:00 - 11:00 am or 1:00 - 2:00 pm	**Recommended Session** 12:00 - 1:00 pm	**Recommended Session** 12:00 - 1:00 pm
Consultation 1 or **Consultation 2**				

MONDAY February 20	TUESDAY February 21	WEDNESDAY February 22	THURSDAY February 23	FRIDAY February 24
Core Session 4 10:00 - 11:30 am or 1:00 - 2:30 pm	**Recommended Session** 11:00 am - 12:00 pm	**Recommended Session** 12:00 - 1:00 pm		**Cohort Wrap-Up Meeting** 10:00 - 11:00 am or 1:00 - 2:00 pm
Consultation 2 or **Consultation 3** (Consultation 3 can be scheduled the week of November 7 - 11, 2022)				

- All times are in **Central Time (CT)**.
- For each **Cohort Meeting**, a Cohort Lead will contact you via email and send Outlook Calendar invitations with Zoom meeting information. Based on registration survey responses, participants will be assigned to a cohort that meets at the same time for all three (3) meetings, either in the morning OR afternoon.
- Each **Core Session** is offered twice. You are not required to attend both offerings, and you will have access to either time and may select whichever best fits your schedule.
- **Recommended Sessions** are optional and will be offered again for future iterations. If you cannot attend sessions this iteration, you are welcome to attend in future iterations.
- **Consultations** are not required but encouraged.

Overview:

The **Addressing Evolving Needs with Universal Design for Learning (UDL) Practicum** is a three-week, cohort-based online program designed for instructors of all levels, backgrounds, and teaching contexts to reflect on the evolving needs of students and instructors, with an emphasis on mental health. Following the events of the past couple of years, explore how elements of course design can have varying impacts on students, and learn to implement Universal Design for Learning (UDL) principles to create more supportive, inclusive, and accessible learning environments for all.

This practicum draws on expertise and experience from around the university to explore practical ways to implement UDL solutions in syllabi, Canvas pages, course materials, assignments and assessments, and learning experiences. This is the third practicum in a three-part series, and it continues the format of weaving together interactive synchronous sessions, asynchronous learning activities, individual consultations, and opportunities to learn with and from peers.

By participating in this practicum, you will:

- Reflect on the impact of the pandemic and other current events on student and instructor mental health and well being, as related to the teaching and learning experience

- Recognize how aspects of your current course design may unintentionally exacerbate challenges faced by students

- Understand how utilizing UDL principles can reduce your need to implement individual solutions for students experiencing barriers:

    1. Explore ways to incorporate **multiple means of representation** of course material into course design to ensure all are able to access and understand key topics

    2. Explore ways to redesign assessments offering **multiple means of expression** to optimize opportunities for all students to accurately demonstrate their learning

    3. Explore ways to offer **multiple means of engagement** throughout a course to enhance all students' motivation to learn

    4. Apply specific UDL practices to syllabi, Canvas sites, course materials, assessments, and learning experiences

This practicum will follow the same format as previous practica:

- **Cohorts:** You will be placed in a cohort led by a Cohort Lead to navigate the practicum together. Cohort meetings will be held once a week for 60 minutes to discuss aspects of the content that interests the group, including:

  - **Cohort Kick-Off Meeting** (first day of the practicum)

  - **Cohort Check-In Meeting** (during the second week of the practicum)

  - **Cohort Wrap-Up Meeting** (last day of the practicum)

  This can also be the foundation for a learning community that continues to connect following the practicum.

- **Core Sessions:** This practicum includes four (4) 90-minute core sessions that everyone is expected to attend. Each core session will be offered twice to provide attendance options. They will also be recorded, aside from group discussion, if you are unable to attend the live offering. (With an emphasis on discussion and learning from each other, participants tend to get more out of core sessions when they attend live.)

- **Recommended Sessions:** In the spirit of modeling Universal Design for Learning (UDL), these 60-minute recommended sessions are offered as an opportunity to further explore topics either touched on in core sessions or that could not fit into core sessions. Attendance is not required for the recommended sessions, but they are considered optional if you want to learn more. Recommended sessions will be offered once each iteration, and they will also be recorded and posted on the practicum Canvas page for you to view as desired. If you would like to but are unable to attend a live offering, recommended sessions in each iteration will be open to all participants from any iteration.

- **Consultations:** You will have an opportunity to meet with a UDL Consultant (or Learning Designer) once a week during the practicum. For 30 minutes, you can receive guidance on implementing topics covered in core sessions into their course design.

  - **Consultation 1** will occur following attendance of Core Session 2.

  - **Consultation 2** will occur following completion of Consultation 1 and Core Session 3.

  - **Consultation 3** will occur following Consultation 2 and Core Session 4. (If needed, participants can schedule Consultation 3 during the week following the practicum.)

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Partners: The practicum is a collaboration of AccessibleNU, ASLA, CAPS, NUIT Teaching and Learning Technologies, the Searle Center for Advancing Learning and Teaching, SPS Distance Learning,, and University Libraries.

Full session schedule and descriptions:

WEEK 1

Monday, February 6: *Kick-Off Meeting* (60 minutes)

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Facilitators
Cohort Leads
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Based on registration survey responses, participants will be assigned to a cohort that meets in the morning OR the afternoon for all three (3) meetings

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Tuesday, February 7: *Core Session 1* (90 minutes)

Why UDL Is More Important than Ever

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Facilitators
Garrett Gilmer (Counseling and Psychological Services)
Una McGeough (Academic Support and Learning Advancement)
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The events of the past 2+ years have impacted instructors and students in ways that we are only just beginning to understand. These impacts have created new challenges for both instruction and learning and have exacerbated many of the challenges that existed prior to the pandemic. As a result, instructors have been left to find solutions on their own.

This session will begin with an overview of the landscape of student well-being both before the onset of the pandemic and since, with an emphasis on the ways that the multiple disruptions of this period have intensified many of these challenges. You will gather in small groups to reflect on the ways that your personal well-being has also been impacted by the pandemic, further complicating your ability to provide their ideal learning environments for students. Building on those small group discussions, you will identify instructional adaptations you implemented while teaching since Spring 2020 and hear about student experiences of the changes made. Together, we will examine the philosophical underpinnings of UDL and why applying these principles to course design can ultimately make these adaptations less labor-intensive. By examining different scenarios, you will learn how applying UDL principles can lead to more inclusive, accessible, and supportive learning environments for all students. This session lays the groundwork for the practical tools and strategies that will be explored in subsequent sessions. By the end of this session, you will be able to:

- Reflect on the current landscape of student well-being and mental health, at Northwestern and nationally, based on the exacerbation of several issues by the pandemic
- Reflect on the impacts and challenges you have experienced as an instructor over the past couple of year
- Explain how individual teaching and learning adaptations you made over the past couple of years could be enhanced and streamlined using a UDL framework
- Understand how UDL can lead to more inclusive, accessible, and supportive learning environments

Wednesday, February 8: *Recommended Session* (60 minutes)

Partnership and Protocol: Undergraduate Academic and Behavioral Concerns

<u>Facilitators</u>
Heather Bacon (McCormick School of Engineering)
Lee West (Office of the Provost)
Liz Trubey (Department of English)
Nicole Eggleston-Watkins (Student Assistance and Support Services)

In this session, representatives from the Dean of Students Office and the Schools Advising Leadership will discuss how they partner to support students who are dealing with academic and non-academic concerns. The aims of this session are: 1) to give you clear steps to equitably respond in such cases, ensuring the student can get the help they need, and 2) to think collaboratively about how to design course policies that take into account the academic calendar and that enable you to provide flexibility while maintaining your learning objectives.

Thursday, February 9: *Core Session 2* (90 minutes)

ROI: Increasing Student Engagement without Completely Redoing Your Course

<u>Facilitators</u>
Jonathan Diehl (Teaching and Learning Technologies)
Veronica Berns (Department of Chemistry)

Our goals for this session are to examine the use of in-class time and reconsider how to structure in-course discussion and activity to increase student engagement and deepen student learning. We'll build from instructor-identified 'pinch points' (areas where students typically express confusion, questions, or struggles) in learning to help provide opportunities for deeper student learning and engagement while emphasizing how to implement these suggestions without a time-intensive redesign. Through the session, we'll introduce three key tools that instructors can leverage to increase the engagement of content and discuss ways to do so efficiently and effectively. By the end of this session, you will be able to:

- Identify common pinch points (areas of your course where students typically express confusion, questions, or struggles) in your course as areas to begin implementing UDL principles
- Explain the principle of multiple means of engagement
- Apply at least one additional engagement option during in-class time to increase student engagement with your content

Friday, February 10: *Recommended Session* (60 minutes)

Empathy Mapping

<u>Facilitators</u>
Anna Luce (Teaching and Learning Technologies)
Jonathan Diehl (Teaching and Learning Technologies)
Rachel Goc (Teaching and Learning Technologies)

Often, we design our courses as if we were the students. But this approach can lead to gaps. Empathy mapping is a tool that helps identify the different types of students in our courses by creating personas. Using these personas we can identify their needs, goals, expectations, behaviors, pain points, and more.

What is an empathy map?
Empathy maps are a way to articulate what you know about a persona – their needs, goals, expectations, behaviors, pain points, and more. They are quick, rough templates that cover broad areas of what a person might be thinking, hearing, saying, saying, and feeling.
In this workshop, we'll be creating empathy maps for different personas of students.

What does empathy mapping have to do with UDL or course design?
Creating empathy maps helps us consider the course experience from the students' perspective. Using empathy maps to help guide your course design decisions can help you prioritize changes in course design or look at syllabus policies from a new perspective.
After creating some empathy maps, we'll discuss how these maps can inform practical changes to course design, Canvas course sites, and more.

Friday, February 10 - Next Week: *Consultation Session 1* (30 minutes)

Individual session scheduled with a UDL Consultant following **Core Session 2**

Monday, February 13: *Core Session 3* (90 minutes)

Beyond the Textbook: Multiple Means of Representation as a Path to Removing Barriers

<u>Facilitators</u>
Christine Scherer (School of Professional Studies)
Lauren McKeen McDonald (Libraries)

All learners comprehend and perceive information differently. Providing more than one way for students to access information creates pathways for increased participation and deeper learning, and provides much needed flexibility for overburdened students. In this session, we will focus on the implementation of the UDL principle of multiple means of representation, which focuses on presenting information in multiple ways and/or modalities. We will address the often time-consuming task of identifying new course materials, and give attendees both short and long-term strategies for finding, creating, and implementing multiple means of representation in their classes. By the end of this session, you will be able to:

- Explain what it means to provide multiple means of representation within a course
- Explain how providing more than one way for students to access information can benefit all students and positively impact student mental health
- Analyze current course materials and representation methods of course content for potential barriers they may cause for students
- Apply at least one strategy for implementing multiple means of representation, such as offering content in multiple modalities, recording lectures, or crowdsourcing resources to reduce barriers for students

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Tuesday, February 14: *Recommended Session* (60 minutes)

Promoting Care in the Classroom: Alternatives to Penalties

<u>Facilitators</u>
Marquis Bey (Department of African American Studies)

This session will deliver possibilities for alternatives to punitive measures in the classroom. Often, pedagogical practices used to motivate students, deter students from poor performance, or indeed chastise students for poor performance include instituting late penalties and deadlines. However, this session will invite participants to think about other ways to get students to think critically, learn, and importantly, too, feel cared for. These ways, it will be insisted, should not include punitive measures, namely late penalties.

Wednesday, February 15: *Check-In Meeting* (60 minutes)

<u>Facilitators</u>
Cohort Leads

Based on registration survey responses, participants will be assigned to a cohort that meets in the morning OR the afternoon for all three (3) meetings

Thursday, February 16: *Recommended Session* (60 minutes)

Tools for Making Your Digital Course Materials Accessible, Flexible, and Usable for All

<u>Facilitators</u>
Christine Scherer (School of Professional Studies)
Jim Stachowiak (AccessibleNU)

Whether you're teaching in-person, hybrid, or remote, there are digital tools you can use to make your course more accessible and aligned with UDL principles. This session will give a crash-course demo in creating accessible content in Canvas, as well as how to use built-in accessibility tools, such as UDOIT and Canvas' accessibility checker. We will share numerous free tools available through Northwestern, including Read&Write Gold and SensusAccess, that provide options (reading with support, listening to audio forms, etc.) for how students can interact with your accessible designed materials to remove barriers presented by traditional text. Combining accessible Canvas design and tools that provide access options make your digital course materials flexible enough to offer students the ability to use their strengths to get the most out of your materials.

Friday, February 17: *Recommended Session* (60 minutes)

Lowering Course Costs and Increasing Instruction Accessibility through the Libraries

<u>Facilitators</u>
Chris Davidson (Libraries)
Lauren McKeen McDonald (Libraries)
Ted Quiballo (Libraries)

In this session, you will learn a variety of ways the Libraries can support your instruction. Presenters will focus on obtaining low- or no-cost course materials (e-books, streaming media, chapter scans, and OER) that are accessible to the entire class, recording lectures in the Video Production Studio via Lightboard, and working with Subject Librarians to provide students with course-specific instruction on library research tools and methods.

Tuesday, February 14 - Next Week: *Consultation Session 2* (30 minutes)

Consultation Session 2 should be scheduled with learning designer following completion of **Consultation Session 1** and **Core Session 3**

Monday, February 20: *Core Session 4* (90 minutes)

Is There Really Only One Way? Rethinking Assessments with UDL in Mind

<u>Facilitators</u>
Jim Stachowiak (AccessibleNU)
Veronica Womack (Searle Center for Advancing Learning and Teaching)

This session will focus on the implementation of the UDL principle of multiple means of expression. Offering diverse ways of expressing what students have learned promotes equitable outcomes. We will unpack the assumptions underlying participants' current static assignments and assessments, identify and discuss practices that reduce student anxiety around exams and deadlines, and discuss rethinking assessments to integrate options using a plus one thinking approach. Utilizing interactive discussion and a case study approach, this session will offer you ideas for implementing 'multiple means of expression' to reduce barriers for all both immediately and while planning your next course. By the end of this session, you will be able to:

- Identify assumptions that serve as the basis for the design of current assignments and assessments
- Apply at least one UDL-based approach to your class to reduce student anxiety around exams and deadlines while maintaining rigor
- Critically examine course learning objectives to eliminate unnecessary components that restrict offering assignment options
- Apply the UDL principle of multiple means of expression by redesigning one assignment to offer at least two options of delivery

Tuesday, February 21: *Recommended Session* (60 minutes)

Alternative Grading and Assessment Practices for UDL

<u>Facilitators</u>
Anna Luce (Teaching and Learning Technologies)
Lisa Del Torto (Cook Family Writing Program)
Meaghan Fritz (Cook Family Writing Program)

What approaches to grading will increase equity in your classes, motivate your students, and encourage them to focus on learning (rather than "grade grubbing")? This session will offer an introduction to ungrading, contract grading, and other equitable grading practices that align with Universal Design for Learning practices. You will be prompted to consider how these approaches can work for their courses. Individual follow-up consultations will be available if you want to implement an alternative grading framework in your course.

Wednesday, February 22: *Recommended Session* (60 minutes)

UDL in Action: A Panel Discussion with Instructors Who Have Implemented UDL

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Facilitators
Jim Stachowiak (AccessibleNU)
Panelists
David Noffs (School of Professional Studies)
Desiree Hanford (Medill School of Journalism)
Ilya Mikhelson (McCormick School of Engineering)
Judy Franks (Medill School of Journalism)

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This panel discussion with Northwestern instructors is designed to give participants insight into the implementation of UDL principles and strategies from those who have successfully done it. Panelists will include instructors from multiple disciplines across campus who have implemented UDL in their course materials, assignments, assessments, and overall class design. They will share their approach, why they chose to implement what they did, how it helped students and themselves, and the reaction they received from students in the class. They will also discuss any difficulties encountered, things they tried that didn't work, and lessons learned along the way. This will be an opportunity to hear from, interact with, and pick up practical tips from instructors who have successfully implemented UDL in their classes. If implementing UDL sounds overwhelming or if you want to learn how others have added UDL components to their class, this is the session to attend.

Friday, February 24: *Cohort Wrap-Up Meeting* (60 minutes)

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Facilitators
Cohort Leads

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Based on registration survey responses, participants will be assigned to a cohort that meets in the morning OR the afternoon for all three (3) meetings

Tuesday, February 21 - Next Week: *Consultation Session 3* (30 minutes)

Consultation Session 3 should be scheduled with learning designer following completion of **Consultation Session 2** and **Core Session 4**