## Schedule and Program Description
Summer iteration (August 15 - September 2, 2022)

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<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td>August 15</td>
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<td>August 19</td>
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<tr>
<td><strong>Cohort Kick-Off Meeting</strong> 10:00 - 11:00 am 2:00 - 3:00 pm</td>
<td><strong>Core Session 1</strong> 10:00 - 11:30 am 1:00 - 2:30 pm</td>
<td><strong>Recommended Session</strong> 12:00 - 1:00 pm</td>
<td><strong>Core Session 2</strong> 10:00 - 11:30 am 1:00 - 2:30 pm</td>
<td><strong>Recommended Session</strong> 12:00 - 1:00 pm</td>
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<td><strong>Consultation 1</strong></td>
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<td><strong>MONDAY</strong> August 22</td>
<td><strong>TUESDAY</strong> August 23</td>
<td><strong>WEDNESDAY</strong> August 24</td>
<td><strong>THURSDAY</strong> August 25</td>
<td><strong>FRIDAY</strong> August 26</td>
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<td><strong>Core Session 3</strong> 10:00 - 11:30 am 1:00 - 2:30 pm</td>
<td><strong>Recommended Session</strong> 12:00 - 1:00 pm</td>
<td><strong>Cohort Check-In Meeting</strong> 10:00 - 11:00 am 2:00 - 3:00 pm</td>
<td><strong>Recommended Session</strong> 12:00 - 1:00 pm</td>
<td><strong>Recommended Session</strong> 12:00 - 1:00 pm</td>
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<td><strong>Consultation 1 or Consultation 2</strong></td>
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<td><strong>MONDAY</strong> August 29</td>
<td><strong>TUESDAY</strong> August 30</td>
<td><strong>WEDNESDAY</strong> August 31</td>
<td><strong>THURSDAY</strong> September 1</td>
<td><strong>FRIDAY</strong> September 2</td>
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<td><strong>Core Session 4</strong> 10:00 - 11:30 am 1:00 - 2:30 pm</td>
<td><strong>Recommended Session</strong> 12:00 - 1:00 pm</td>
<td><strong>Recommended Session</strong> 12:00 - 1:00 pm</td>
<td><strong>Cohort Wrap-Up Meeting</strong> 10:00 - 11:00 am 2:00 - 3:00 pm</td>
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<td><strong>Consultation 2 or Consultation 3</strong> (Consultation 3 can be scheduled the week of September 5 - 9, 2022)</td>
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- All times are in **Central Time (CT)**.
- For each **Cohort Meeting**, Cohort Leads will contact participants via email and send Outlook Calendar invitations with Zoom meeting information.
- Each **Core Session** is offered twice. Participants are not required to attend both offerings, and they will have access to either time and may select which session best fits their schedule.
- **Recommended Sessions** are optional and will be offered again for future iterations. Participants who cannot attend sessions this iteration 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, participants 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 their current course design may unintentionally exacerbate challenges faced by students
- Understand how utilizing UDL principles can reduce instructors’ 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:** Each participant 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 contains 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, for those who may not be able 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 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 for participants who 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 participants to view on as desired. If a participant would like to, but is unable to attend a live offering, recommended sessions in each iteration will be open to all UDL practicum participants from any iteration.

- **Consultations:** Each participant will have an opportunity to meet with a UDL Consultant once a week during the practicum. For 30 minutes, participants 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, the Searle Center for Advancing Learning and Teaching, SPS Distance Learning, Teaching and Learning Technologies, and University Libraries.

Revised on 2022-06-10
# Full session schedule and descriptions:

## WEEK 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title</th>
<th>Duration</th>
<th>Facilitators</th>
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<tbody>
<tr>
<td><strong>Monday, August 15:</strong></td>
<td><strong>Kick-Off Meeting</strong>  (60 minutes)</td>
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<td>More information coming soon</td>
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<tr>
<td><strong>Tuesday, August 16:</strong></td>
<td><strong>Core Session 1</strong> (90 minutes)</td>
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<td>Garrett Gilmer <em>(Counseling and Psychological Services)</em></td>
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<td>Una McGeough <em>(Academic Support and Learning Advancement)</em></td>
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<tr>
<td>Why UDL is More Important than Ever</td>
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<td>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. Participants will gather in small groups to reflect on the ways that their personal well-being has also been impacted by the pandemic, further complicating their ability to provide their ideal learning environments for students. Building on those small group discussions, participants will identify instructional adaptations they 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, participants 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, participants will be able to:</td>
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<td>● Reflect on the current landscape of student well-being and mental health, at Northwestern and nationally, as they have been exacerbated by the pandemic</td>
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<td>● Reflect on the impacts and challenges they have experienced as instructors</td>
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<td>● Reflect on teaching and learning adaptations made on an individual basis during the pandemic, and how these could be enhanced and streamlined using a UDL framework</td>
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<td>● Understand the rationale for UDL in terms of how it can lead to more inclusive, accessible, and supportive learning environments</td>
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<td><strong>Wednesday, August 17:</strong></td>
<td><strong>Recommended Session</strong> (60 minutes)</td>
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<tr>
<td>Creating Accessible Course Pages in Canvas</td>
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<td>Christine Scherer <em>(School of Professional Studies)</em></td>
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<td>More information coming soon</td>
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<td>Jim Stachowiak <em>(AccessibleNU)</em></td>
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## Thursday, August 18: Core Session 2 (90 minutes)

**ROI: Increasing Student Engagement without Completely Redoing Your Course**

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<th>Facilitators</th>
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<tr>
<td>Jean Clipperton (Department of Political Science)</td>
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<tr>
<td>Jonathan Diehl (Teaching and Learning Technologies)</td>
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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 will build from instructor-identified ‘pinch points’ 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 will introduce three key tools that instructors can leverage to increase the representation of content and discuss ways to do so efficiently and effectively. By the end of this session, participants will be able to:

- Identify common pinch points in their courses from the perspective of student learning
- Understand and explain the principle of multiple means of representation
- Understand options they can implement to increase the representation options for their content
- Be capable of applying (at least) one of the options to one of their course elements

## Wednesday, August 17: Recommended Session (60 minutes)

**Alternatives to Required Attendance and Deadlines**

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<th>Facilitators</th>
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<td>Marquis Bey (Department of African American Studies)</td>
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*More information coming soon*

## Friday, August 19 - Next Week: Consultation Session 1 (30 minutes)

Individual session scheduled with a UDL Consultant following Core Session 2
**Monday, August 22: Core Session 3 (90 minutes)**

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

*Facilitators*

- 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, participants will be able to:
  - Understand what it means to provide multiple means of representation within a course
  - Understand how providing more than one way for students to access information can benefit all students and positively impact student mental health
  - Identify student barriers or pinch points within current course materials and representations
  - Apply at least one strategy for implementing multiple means of representation, such as offering content in multiple modalities, recording lectures, or crowdsourcing resources

**Tuesday, August 23: Recommended Session (60 minutes)**

**Engagement Strategies**

*Facilitators*

- Anna Luce *(Teaching and Learning Technologies)*
- Jean Clipperton *(Department of Political Science)*
- Jonathan Diehl *(Teaching and Learning Technologies)*
- Rachel Goc *(Teaching and Learning Technologies)*

*More information coming soon*

**Wednesday, August 24: Check-In Meeting (60 minutes)**

*Facilitators*

- Cohort Leads

*More information coming soon*

**Thursday, August 25: Recommended Session (60 minutes)**

**Working with Students in Distress**

*Facilitators*

- Liz Trubey *(Department of English)*

*More information coming soon*
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<th><strong>Friday, August 26: Recommended Session</strong> (60 minutes)</th>
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<tr>
<td><strong>Course Materials and Lightboard Support through the Libraries</strong></td>
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<td><strong>Facilitators</strong></td>
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<tr>
<td>Chris Davidson (Libraries)</td>
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<tr>
<td>Lauren McKeen McDonald (Libraries)</td>
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<td><em>More information coming soon</em></td>
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<tr>
<th><strong>Tuesday, August 23 - Next Week: Consultation Session 2</strong> (30 minutes)</th>
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<tr>
<td>Consultation Session 2 should be scheduled with learning designer following completion of Consultation Session 1 and Core Session 3</td>
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</table>
Monday, August 29: **Core Session 4** (90 minutes)

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

**Facilitators**

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 participants ideas for implementing ‘multiple means of expression’ to reduce barriers for all both immediately and while planning their next course. By the end of this session, participants 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 their 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, August 30: **Recommended Session** (60 minutes)

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

**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)

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.
### Wednesday, August 31: Recommended Session (60 minutes)

**Alternative Grading and Assessment Practices for UDL**

**Facilitators**
- 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. Participants will be prompted to consider how these approaches can work for their courses. Individual follow up consultations will be available to instructors who want to implement an alternative grading framework in their course.

### Thursday, September 1: Cohort Wrap-Up Meeting (60 minutes)

**Facilitators**
- Cohort Leads

*More information coming soon*

### Tuesday, August 30 - 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