10:15:23 Test test
   >> Special stress levels are high,
10:15:24 which I think is very important to realize. For librarians,

10:15:28 educators and learners, it is very difficult to switch to new options.
10:15:31
   Having said that, there are silver
10:15:35 linings. At its core, universitial design and
10:15:37 universal
design for learning both really
10:15:41 prioritize trying to help learnens to personalize and users

10:15:45 generally to personalize their opportunities to best fit their needs
10:15:48 and there are a lot of
opportunities for personalization in
10:15:52 our current system. And I think as librarians in information

10:15:57 literacy, part of what we need to be doing is guiding people
10:16:01 to better personalize in ways that
will help them to be more effective
10:16:04 learners and more effective researchers. Also the adoption of

10:16:08 new technologies can facilitate u DL, if it is done in a thoughtful manner
10:16:12 .
   >> Last 2 minutes.

10:16:16   >> And finally it
10:16:20 office the -- because it is so focused on trying to support
10:16:24 people who may be
struggling with executive
10:16:29 function.
   So how can we use UDL to support
10:16:31 our remote learners? Well, I think that we need to start even

10:16:36 if we have not before intentionally building in occasional support
10:16:40 for executive function into our
information literacy learn
10:16:44 ing. Scaffolding these sorts of activities can be very
10:16:48 helpful
particularly for students populations
10:16:52 and patron populations that are under a lot of stress. We

10:16:55 should make myself choice at every step so we can engage our learners. And I

10:16:58 think that we should
be linking out to additional
10:17:04 information both to A comprehence mention and also
10:17:05 to
acknowledge that people are struggling
10:17:08 to remember things at a time when they are under this stress.

10:17:10
  And I also think we can integrate
10:17:13 more opportunities for collaboration. One of the good things

10:17:18 about remote learning actually is that many of the tools we"re using
10:17:22 Newark low for collaboration
-- use
10:17:26 ing now allow for collaboration. We have
10:17:29 thrown a lot of new technology at patrons and it"s

10:17:33 important that we scaffold that for them and we help them to learn how to
10:17:37 use these tools and
libraries have a great role
10:17:41 they can start filling in supporting remote launchers in
10:17:44 this way. And
then focus on the universal design for
10:17:47 learning guidelines when they"re e valuating tools

10:17:51 and your instructional design. Make sure that as a library you"re adopt
10:17:54 ing these and you have a
plan for how you"re going to use them
10:17:58 in the e valuation process when you"re evaluating tools, when

10:18:03 you"re evaluating designs and when you"re doing your own instructional
10:18:05 design.
  >> Last one minute.

10:18:09   >> And finally, I think that it"s important in apply UDL to your
10:18:12 day to day learning that
you try to remember that you want to
10:18:17 integrate multi-media, test anything that you will be offering

10:18:22 technologically for assistive device compatibility, integrate
10:18:25 scaffolding wherever possible whether
through linking out to other resources
10:18:30 or providing built in additional support and offer

10:18:34 progress monitoring options such as the ability
10:18:38 to check off things when they"re
10:18:39 completing
 to keep track.

10:18:44   I want to end anyway saying I said as this great
10:18:49 new book by professor Fritzgerald,
10:18:51 the standard
does not change because of situations
10:18:55 or hardships. The standard is communicated and the road to

10:18:59 reach the standard is paved with flexibility. And I think this is
10:19:03 really speaks to our current
moment. COVID-19 doesn"t mean we
10:19:07 should change our standards T. means that we need to offer flexibility

10:19:11 and help each student to find their path towards the outcomes that they
10:19:15 need to reach. So as
you"re working with students, try to
10:19:17 remember that there are many paths and help them to

10:19:21 find the right path for them.

10:19:26 And you can also contact me if you would
10:19:30 like after the presentation. There"s my

10:19:33 contact information. Thank you very much.

10:19:35   >> Thank you for the great presentation. I really enjoy it.
10:19:38 Thank you.
   Then I would like to introduce our
10:19:42 f two speakers. Delta Clayton
10:19:46 Cop Lynn and Dr. Kim Thompson.
They will talk about universal
10:19:51 design for learning television inclusive teaching and learning.
10:19:55
Dr. Cochran and Dr. Thompson, the
10:19:57 floor is yours.
   >> I think some people came in late
10:20:01 and don"t realize we would like to you put questions in the Q&A

10:20:05 at the bottom of the page. That"s the way we"ll answer them. We"re not --

10:20:08 I will be reading the
questions and asking them at the end.
10:20:14 Thank you.
   >>
10:20:21 Thank you.
   >> Thank you
10:20:25 , all. It is a pleasure and a privilege to be with you all this even
10:20:29 ing. I am Dr.
Clayton Cope Lynn and I am
10:20:33 joined with Dr. Kim Thompson
10:20:38 , learning for inclusive teaching and learning
10:20:38 .

10:20:43   >> You can all see the slides?
10:20:46
  >> No. No.

10:20:52   >> Okay.
10:20:57
  >> Let"s try again.

10:20:59   >> Yes.
  >> Okay. We can see it now. Thank
10:21:04 you very much.
  >> perfect
10:21:08 . Thank you. So universal design for learning for inclusive teaching

10:21:13 and learning. So we"d like to talk with you a bit this even
10:21:18 ing about what universal design for
learning is
10:21:22 and why it is important for all
10:21:27 students those with and without disabilities.

10:21:30   >> I"m sorry. Clayton, could you click the
10:21:34 present again? Some of the word is getting cut

10:21:38 off.
  >> Okay.
10:21:47
  >> Thanks.

10:21:51   >> Today"s 11ers and learning environments are filled with diverse
10:21:55 ities and physical abilities

10:22:02 ,
physical challenges, skillsets,
10:22:05 experiences, learning preferences, strengths, varying

10:22:10 cultures, learning styles and approaches to integrate
10:22:15 ing information into our knowledge schema.
10:22:19
Languages, perspectives, senses
10:22:23 and even religions.
10:22:29   Universal design for learning as Dr.
10:22:32 Spina said,
 universal design for learning is the
10:22:36 design of products and environments to be usable by
10:22:40 all people,
 to the greatest extent possible
10:22:44 without the need for adaptation
10:22:52 or special eyed design.
   We have for you here some tools and
10:22:56 resources that we would like to share from our university of
10:22:58
South Carolina"s center for teaching
10:23:02 excellence. There are some accessibility guides and

10:23:08 tutorials. Recognizing that in today"s learning environments
10:23:12 we are responsible for
creating materials and
10:23:16 content and content delivery that are
10:23:20 not open accessible for, but usable
10:23:24 by
all of our students. So you"ll note
10:23:28 in the slides to come that we have focused specifically
10:23:32 on
certain demographics in the population
10:23:36 and specific strategies that can be employed to increase
10:23:40
 accessibility for those populations.
10:23:45 Our challenge for all of you as we go through this content
10:23:48
 is to ask you to think about in the
10:23:52 spirit of universal access and design what other populations

10:23:56 and groups these same accommodations
10:24:02 can support.

>> Clayton, would you
10:24:06 be willing to right click and turn off the auto caption
10:24:11 ing? Thank you.
10:24:17   So
this is me, isn"t it. So,
10:24:22 um, so we wanted to talk about as Dr. Cope
10:24:26 lynn just said -- I think we
have four different groups that,
10:24:31 um, we offer suggestions of things, actual things you can
10:24:34 do to
increase the usability of the
10:24:39 resources that you have. The first we"d like to apply concepts of
10:24:41 UDL
and inclusive teaching and learning
10:24:45 to learners with visual limitation
10:24:49 s.
10:24:53   Microsoft
word has a feature added to it. When
10:24:57 you type something, everything you type is typed within a

10:25:01 style. If you type an entire document simply in just
10:25:05 the normal setting as what it is default
10:25:08
called and then you"re putting things
10:25:11 in bombed, underlining things and on your page, it looks like

10:25:15 you have headings and subheadings but to a screen
10:25:19 reader, it just seems like it"s all the same font.

10:25:23 There are no subheadings, no bold, no changes
10:25:27 to show where the screen reader needs to g so use
10:25:31 ing
make make Word style formatting --
10:25:35 Microsoft Word style formatting will allow a screen reader to

10:25:39 read it better. Someone reading it with a screen reader can tab through
10:25:44 the different subheadings
and navigate the page much better
10:25:49 . So all of those things as she said the center for teaching
10:25:52
excellence Ur L and if you do just a
10:25:55 general search for centers of teaching excellence and other

10:25:59 universities, there will be guides for how
10:26:03 to understand that better. We"re just going to give an

10:26:07 overview as opposed to an actual training and how to do
10:26:11 it.
   The next is alt tent for images.
10:26:15 Same idea. When you have an image on your page
10:26:19 and someone
(inaudible) can see it, but someone
10:26:22 who is using the screen reader, that doesn"t exist. And

10:26:26 sometimes the pick is quite important. Maybe it"s a model
10:26:30 that we"re showing our students or
faculty
10:26:34 , whoever we are training. And so having
10:26:36 alt text is just a right click and then a

10:26:40 thing comes up on the side that says when you click
10:26:45 alt tect and you say image of model
10:26:48 or model of
information seeking or whatever your
10:26:51 model is. So you just kind of describe it so that the screen

10:26:55 reader can read that and the person who cannot see the
10:27:00 image can hear what the image is and they

10:27:04 don"t lose that content. The income is uploading both PDF
10:27:08 and doc versions of your resources.
Sometime
10:27:12 s we think, oh, a PDF holds the
10:27:16 design very nicely. It looks very nice. And so we might

10:27:21 only upload a PDF, but some screen readers can have difficulty
10:27:25 reading a PDF. Whereas 20 years ago
and I
10:27:29 started teaching the PDfinishs actually read better than the doc
10:27:33 . So having both of them up
is good practice
10:27:37 because then you allow listeners or read
10:27:40 readers with different needs to see it.

10:27:44 Another thing is with the docs, maybe someone
10:27:48 has visibility is pretty good, but the font is

10:27:52 difficult for them to read or they like to
10:27:56 have a dyslexic font. They can thing select if if it"s
10:27:58
(inaudible) and they can change it to
10:28:03 a dyslexic font. Maybe change the size of the font to be able
10:28:04
to read it better. They can
10:28:09 manipulate it for their use. So again, as Dr.
10:28:13 Spinely said and as Dr.
Clayton just said
10:28:17 , be aware of the different users and things they might have. What would
10:28:19 make it
a better experience for them? And
10:28:24 then making decisions based on that. The last on this slide
10:28:28 is
the sand serrive font, which
10:28:32 is what we have used on this slide. If
10:28:35 you can see the slide, if you
can"t see the slide, auto just the
10:28:39 kind that do not have a little lines at the top and the bottom of

10:28:43 the letters. Auto just research shows that it is easier
10:28:48 to read a sans
10:28:52 serrive font on a slide.
And so the slides that"s what we have
10:28:57 used font, but in a it know document -- written document
10:29:00 in a
paper print document, you want to have
10:29:04 the font set at least at 12 point font for document
10:29:08 s. If you
have slides much bigger than that, you
10:29:11 try to have just a few bullets on the page so it"s not

10:29:17 difficult to see the image, the content on the page
10:29:21 .
10:29:25 next slide, please.
  And this is continuing about visual
10:29:30 limitations. You want to be sure your font is black or a
10:29:33
very dark color as opposed to color
10:29:37 coding content. For example, you might say
10:29:42 have a couple of

quotes and think oh, it looked very
10:29:45 nice if one quote was in red and one was in green and one was in

10:29:49 purple that shows that the purple one is always
10:29:52 this person that I"m sighting, the green is always

10:29:56 that person and the red is always this. But for someone who is color
10:30:00 blind or has visual limitations,
 there may be no color there
10:30:04 and so you"re color coding which
10:30:08 means something doesn"t mean anything
to the reader. So having black or
10:30:13 very dark fonts is a much better practice.
10:30:16   Also be aware of
spacing and layout on the screen or
10:30:21 on the page. Again, making sure things are not
10:30:24 too
crowded on the page and that things
10:30:27 are structured in a way that a screen reader will read it from

10:30:31 top to bottom or with tabs to get through the con
10:30:35 tent. And the way you order your slide pain
10:30:40 pains
as well. Having a structure to it and
10:30:44 sometimes even a table of contents at the beginning of a

10:30:48 document, small table of contents that allow
10:30:52 s people who are on the autism spectrum perhaps need

10:30:57 that to be able to figure out what the different
10:31:00 content -- the order of the content and you can

10:31:04 help with comprehension. Also, if you"re using Microsoft
10:31:10 office, there is a feature
called check accessibility
10:31:16 which can check the access that you have in there in black
10:31:20 board, there is
a patch that some organizations
10:31:24 have that check that. There are some other
10:31:28 software that you can
use to check accessibility, but if all
10:31:32 you have is Microsoft office, you could use the
10:31:36 accessibility

feature and if you just go into a

10:31:40 search in Microsoft office and say easy isibility, it will show

10:31:44 you what features you have. But you have to realize that it"s not going to

10:31:47 be perfect. It"s going

to be (inaudible). It"s going to give

10:31:51 you suggestions based on the algorithms that it has, but

10:31:54 knowing

 this about the fonts and about the

10:31:58 spacing and the layout and how you see it on the page, you will

10:32:01

need to make sure that it still is

10:32:06 accessible, but it is a very helpful resource

10:32:08 .

Dr. Copelynn, anything you"d like to

10:32:13 add to that?

  >> Dr. Copelynn: The built

10:32:17 in accessibility checkers are very useful and very helpful particularly

10:32:19

 for someone who is just beginning to

10:32:24 learn the basics of document or presentation access

10:32:28 ibility;

 however, those checkers do not catch

10:32:33 every error. And so it"s very important to use

10:32:35 the tools such

as those that we provided from the

10:32:38 center for teaching excellence at the University of South

10:32:42 Carolina for fundamentally learning the

10:32:46 practices of making documents accessibility and

10:32:50 ible and using

 this as a checkpoint and not as a

10:32:54 place of reliance if the accessibility checker says

10:32:58 it passes,

then it"s fully accessible document

10:33:03 because it may well not be.

10:33:08

  >> Dr. Kim: Thank you. I"ll look

10:33:12 for that URLand I"ll post it in

10:33:16 the chat. Dr. Copelynn, take

us to the next slide.

10:33:20

  >> Dr. Copelynn: In teaching and

10:33:24 learning with hearing limitations, some general practices

10:33:28 that can be very helpful would be recording video
10:33:32 lectures for viewing such that those materials can
10:33:36
be reviewed as many times as
10:33:41 necessary. As determined by the individual learner
10:33:46 . Also recording
the lectures for viewing allow
10:33:51 s for captioning of the content such that folks
10:33:55 can follow along.
  Providing
10:33:59 copies of slides and notes such that students can
10:34:04 follow along with the content can
be very
10:34:08 helpful in reinforcing key points
10:34:12 or if terminology is missed verbally in verb
10:34:17 al
communication or through hearing, then
10:34:21 the student is able to pick up some of that terminology and

10:34:25 so fort from the slides and the notes. It also provides
10:34:29 a predictable structure for the delivery of
10:34:34
the content. Providing closed
10:34:38 captioning whenever possible is imperative
10:34:42 . If closed captioning is
not available, then allow
10:34:47 ing for transcription is a second best
10:34:52 to that. And offering a detailed
handout
10:34:56 or outline of presentation
10:35:00 slides that follows the same order of the presentation can
10:35:04 be
very useful. In situations where
10:35:09 , um, it is possible, offices of disability
10:35:13 services may also
determine to
10:35:18 assign someone to take notes for other students
10:35:22 in the class.
10:35:27
  Trying to have a video of one"s
10:35:31 face when lecturing with high resolution,

10:35:35 particularly if closed
captioning is not available can be
10:35:39 very useful. You also note that I have used
10:35:44 a red lipstick
to provide an outline of
10:35:48 my lips and that is to aid
10:35:52 in reading one"s lips if that is possible and

10:35:57 comfortable for both the instructor and the class of student
10:36:02 students. Speaking slowly and with a
10:36:06
clear tone is very important. It"s
10:36:11 very significant to remember that shouting or
10:36:16 speaking in a louder
 tone is not going
10:36:20 to aid someone in hearing the information, but
10:36:24 rather to maintain a consistent
tone that
10:36:28 is slow and offering the opportunity to
10:36:32 repeat information as necessary
10:36:37 is also a useful
strategy.
10:36:40
  >> Dr. Thompson: Thank you. And
10:36:44 Nancy just posted in our chat that PowerPoint allow
10:36:47 s subtides
as well. They were -- subtitles.
10:36:51 They were the large subtitles behind the
10:36:55 subtitles being
live captioned and they"re -- they"re
10:37:00 not that big. They get better all the time. Would you say
10:37:04 ?
  >> Dr. Copeland: And the same
10:37:09 goes with transcribes our lectures or having auto
10:37:12 captioning of,
um, materials that we are
10:37:17 recording. For example, if we have auto captioning in YouTube
10:37:21 or one of
our technologies, it"s very important
10:37:26 that we do engage in editing for
10:37:30 accuracy particularly for
discipline specific
10:37:35 terminology. But we can see that with time, these

10:37:39 technologies and their
accuracy are improving
10:37:43 and they offer important opportunities not only
10:37:48 for the students for whom
they were originally intended
10:37:52 , but perhaps also for other students
10:37:56 who may be learners in our
classrooms.
10:38:00   For example, closed captioning was originally
10:38:05 established for those with hearing
impairment. But it can be
10:38:09 very useful for second language learn
10:38:13 ers as well as people with certain
10:38:17
processing challenges,
10:38:24 a little slower to process content and the 80 to read and hear content
10:38:27
simultaneously can be very important
10:38:31 for those processing challenges or even simp
10:38:35 ly differing learning
 styles in processing information
10:38:39 .
   >> Dr. Thompson. Thank you. Those
10:38:43 are very -- that"s very good. I appreciate that.
10:38:45   So the
next slide we have is applying
10:38:50 concepts of UDL and inclusive teaching and learning to learners
10:38:53 with
mobility limitations.

10:38:57   So sometimes in a face to face class
10:39:01 , A, you may not even notice, but someone has a mobility

10:39:06 limitation or it could be that it"s pretty taken care
10:39:11 of. They maybe roll their wheel
10:39:13 wheelchair in
and they sit there and participate
10:39:16 like any other student, but this may create barriers in the

10:39:20 online learning environments particularly if the mobility
10:39:25   limitations are because of arthritis
of some sort or inability to
10:39:29 have a hand control. What are some other mobility limitation

10:39:33 s, Dr.
Copeland that might affect?

10:39:37   >> Dr. Copeland: One other consideration that we do need to
10:39:41 take into account even with
something like handwriting
10:39:45 is stamina. Stamina and speed. Someone could
10:39:49 have a mobility challenge
that is impacted by something
10:39:54 that we"ll all experience across the lifespan. For
10:39:58 example, arthritis.
10:40:03
 But with -- with time, someone
10:40:08 may have strong
10:40:12 writing skills, but over time, the level of

10:40:16 endurance falls. So having extra haven"t in that process and realize
10:40:20 ing that handwriting may
not always be at
10:40:24 the same speed as it would be for a learner without
10:40:28 a mobility challenge. So keeping
 that in
10:40:33 mind. And offering things like note takers, but also
10:40:37 providing outlines of lecture notes,
 allow
10:40:42 ing, if possible, if it"s in a face to
10:40:46 face
10:40:50 classroom, allowing the studentso
have a lecture such that they can go
10:40:54 back and review content at a later time. Realize
10:40:58 that just as
they may have slower handwriting
10:41:02 speed, they may have slower typing speeds
10:41:06 . So they may need a
larger monitor or adaptive key
10:41:12 boards, a roller
10:41:16 ball mouse or speech totect or tech to
10:41:20 speech
commands in order to interact with
10:41:25 the technologies.
  >> Dr. Thompson. I think it"s
10:41:29 also important to note here that idea of hidden
10:41:34 or latent or

invisible disabilities
10:41:39 because just because someone you don"t see what their
10:41:43 disability is, it
doesn"t mean that they don"t have
10:41:47 a disability that they do need accommodation. Sometimes asking
10:41:51
for it can be -- they could be shy
10:41:54 about it or they just don"t know how to ask well for an

10:41:59 accommodation. And so just being aware that there could be
10:42:03 an invisible disabilities and then if
you see someone who seems
10:42:07 to need a bit more help, just being a bit more patient with that and maybe

10:42:12 asking questions of how you can accommodate as Dr. Spina said
10:42:16 to make sure that everyone has
full access to all materials
10:42:20 in the best way that is suited for their needs.

10:42:24   >> Dr.copeland: And I would like to add there too
10:42:26 , Dr. Thompson. I"m glad you said that

10:42:30 making sure they"re suited to the individual students needs. It"s very
10:42:35 important that
while we can put forth
10:42:39 strategies and practices that would typically be helpful, no one knows
10:42:44 their
needs more than an individual
10:42:48 themselves. They have this lived experience with the
10:42:52 challenges and
they know their needs best of all
10:42:56 . And so working with them as an advocate and
10:43:01 saying how can I
help and what can we do
10:43:05 together to give you the best learning experience possible
10:43:08 is really
important.

10:43:12   >> Dr. Thompson: Thank you. Next slide,
10:43:17 please.
  So some other things
10:43:21 that we can do as second slide is about mobility limitations
10:43:25 as well. So

some other

10:43:29 strategies we can use are to again recording

10:43:33 s and transcripts of online meetings

 can help

10:43:37 . Because then instead of having to note take, which can be laborious

10:43:40 and if they"re slow,

they may not hear the next thing

10:43:44 because they"re still trying to think of how to write the previous

10:43:48 information, it can be helpful for students

10:43:53 with mobility limitations. Again, (inaudible)

10:43:56 note taker

 and online meeting or an online

10:44:00 session that you have and reinforcing verb

10:44:05 al communication.

So if you have an engagement

10:44:09 in the reference interview or a

10:44:13 instruction or some sort of instruction

10:44:17 and when you finish, maybe sending an e-mail out to all

10:44:20 the participants saying these are the six

10:44:24 things that we covered. If you have any questions

10:44:28 , then please communicate back.

10:44:33 Opening the pathway

 for communication

10:44:37 . Also, if you might have a meeting with someone, maybe teaching them

10:44:41 how

to use a research database

10:44:45 or teaching them how to ask information question and

10:44:49 so then e-mail again

saying this is kind of what we went

10:44:54 over. Here are more resources that you can look up could be

10:44:55

useful because it is difficult

10:44:59 sometimes to capture everything while you"re listening especially if

10:45:04 you"re all nervous or if it"s completely new vocabulary

10:45:07 and you"re a little shy about asking someone

10:45:11 to define some terms they might not be familiar with. Reinforcing

10:45:15 verbal communications can be very

helpful because then with written

10:45:19 communication can be very helpful because then they can look up

10:45:23 any terms that they didn"t understand perhaps.
10:45:30

10:45:34   >> Dr. Copeland: And applying convenes of UDL
10:45:40 for learners with diversities
10:45:46 . We can have co
10:45:50 -morbidity at any point within our students. Particularly for our
10:45:54 students with neuro diversities,
 being explicit
10:45:59 about how to ask for clarification
10:46:03 and understanding and giving specifics on how

10:46:08 students may do that can be very important.
10:46:12   Establishing a predictable structure such that
10:46:16 students
know what the classroom expectations
10:46:20 are whether those are online or face to face
10:46:24 and where they can
go to seek
10:46:29 help. For example,
10:46:33 one strategy is
10:46:37 to set up questions about assignment
discussion forum within the online
10:46:42 learning system such that students can ask questions, but
10:46:45 they
can also receive responses from the
10:46:50 instructor or the instructional team as well as from their

10:46:54 colleagues because we may find that they share a similar learn
10:46:59 ing style with a colleague and someone
10:47:01
can share a different approach to
10:47:05 processing the information that is helpful to an
10:47:08 individual.
   >> Dr. Thompson: Can you explain
10:47:12 what neuro diversities means?
   >> Dr. Copeland: Sure.
10:47:17   So neuro diversities can relate to any number of characteristic
10:47:20 s that
someone may have whether that"s

10:47:25 difficulty with processing information or
10:47:29 interacting with the
social environment. Perhaps Dr.
10:47:33 Thompson would like to elaborate as well.

10:47:37   >> Dr. Thompson: Right. So neuro diversities can be that
10:47:41 you maybe area the autism spectrum or
have any
10:47:46 kind of just diversity or difference that affects how you learn
10:47:50 or how you process things,
which
10:47:55 can be a great advantage in the learning community. It
10:47:59 could be that you focus very well and
so you have a
10:48:03 very good memory, but maybe have difficulty with logic
10:48:08 or with the critical part. It
could be
10:48:12 many different effects to your learning experience.
10:48:18
  >> Dr. Copeland: Providing a clear
10:48:22 structure whether that is through physical interactions or

10:48:27 through sub-headings and documents, providing predictable,
10:48:31 offering multiple
opportunities for reinforcement
10:48:36 and for students to be able to ask and answer question
10:48:42 s. Also with
neuro
10:48:46 diversity is being very clear about expectations for behavior
10:48:50 and class on the discussion
boards and with other
10:48:55 communications. And one
10:48:59 strategy that"s very effective is save folding assignments
10:49:03 .
So perhaps breaking assignments down
10:49:07 into smaller parts such that pieces of an assignment
10:49:11 are
completed strategically and then
10:49:15 now content is covered. The income
10:49:19   The next
portion of the assign
10:49:24 ment is completed.
10:49:27

>> Dr. Thompson: We want to repeat
10:49:32 what profess or spina said about if it"s good for some learners

10:49:36 particular is almost definitely going to be helpful for others. And access
10:49:41 ibility helps insure
meaningful interactions and strong
10:49:45 er learning outcomes overall for the course.
10:49:49 I think we"re out of
time. I think the income slide is a
10:49:52 question that someone asked. So we"ll turn the time over to

10:49:56 Nancy and if we have time to answer that question, we will
10:50:00 .
>> Nancy. Okay. Yes. Thank you
10:50:04 very much. It"s a wonderful presentation Dr. Copeland and Dr.
10:50:08
Thompson, thank you. So it"s the
10:50:13 Q&A
10:50:15 session.
>> We do have some questions. The
10:50:20 first one is UDC taught very much in library schools.
10:50:23
And actually, we have Dr. Spina, you
10:50:27 can turn on your video too because we"d like all three of you

10:50:31 to comment on these. So what about UDC--
10:50:35 UDL, I"m sorry. UDL (inaudible) library school
10:50:40 s. Is
it and should it?
10:50:43
>> I can start, I suppose. So in
10:50:47 my experience, I don"t -- personally I did not learn
10:50:49
about it in library school. I also
10:50:54 did a masters degree in education and that"s where I learned
10:50:56
more about universal design for
10:51:00 learning. I think that it should be and I think that more generally
10:51:03
even when you"re taking classes that
10:51:08 are focused on librarians that will be leading information
10:51:09
literacy sessions and will be

10:51:14 teaching, they still don"t really go enough into
10:51:18 peto gage and the
sort of frameworks like UDL and how
10:51:21 to teach in my opinion. So I think it would be great if

10:51:25 programs did more of that, but right now it"s confined to a few
10:51:29 electives at some select schools,
but not all in
10:51:33 my experience.
10:51:36
   >> Dr. Clayton or Dr. Thompson, you
10:51:40 want to comment?
   >> Dr. Clayton?

10:51:44   >> Dr. Clayton: I would say we have an opportunity and a responsibility
10:51:48 to continue developing
awareness around u D
10:51:52 L. We do have a long way to go as professor
10:51:57 Spina has said, but I have seen
10:51:59
great strides in receipt years as well
10:52:03 and hope to continue to see a commitment that
10:52:08 arises out of
events such as those we are
10:52:12 having today by creating awareness and opportunities
10:52:17 for people to
take this back to our
10:52:20 respective classrooms and universities and advocate for the difference in the

10:52:24 learning outcomes that these strategies can make for our student
10:52:30 s.
   >> I thinks hard to see the been
10:52:34 fits of the Corona virus, but one of them might
10:52:37 be a
better understanding or more advocacy
10:52:41 for making sure that everybody can participate online. So

10:52:45 let"s hope that might be -- it might be an outcome that library school
10:52:49 s take over. Another one was
10:52:51
when you say universal, does this mean
10:52:56 all types of libraries in all countries and how flexible
10:53:00 are

these guidelines? Some of these
10:53:04 might be -- in less developed countries, some of these guide
10:53:08 lines
 may be difficult and a second
10:53:12 question that was similar to that is in
10:53:15 developing countries without
technology either on the teaching side
10:53:19 or the learning side what
10:53:24 kind of of modifications are
possible to still help people learn
10:53:29 information literacy skills?
10:53:37
   >> The guidey lines are often
10:53:41 focused in a technology way a technology focused manner, that
10:53:44
doesn"t have to be the case. And I
10:53:49 shared in the chat the website that was developed by cast, one
10:53:51
of the organizations that researches
10:53:54 UDL to give more details about the guidelines and many of them

10:53:59 can be implemented with or without technology. So to take
10:54:01 an example, if you are building an online

10:54:05 research guide, you might use text and you might integrate
10:54:09 a video and you might also integrate
pictures. But if you don"t have any
10:54:12 of that technology and you"re teaching in a classroom,

10:54:16 you might still be able to have a full implementation
10:54:21 of the u DL guidelines by offering,
you know
10:54:25 , lecturing about a topic and then also showing images even if those
10:54:29 are just printed out
images or a book you hand around the
10:54:33 classroom. A lot of the guidelines
10:54:38 are also more about how the
students interact. Rather than
10:54:42 having them write a paper in the end, they had a presentation or

10:54:46 write a paper oh,en ven maybe develop a skit they all do together
10:54:50 . And that would be implementing a
lot of

10:54:55 the action and motion guidelines the
10:54:59 engagement guidelines and none of it would require any
10:55:01
technology beyond a piece of paper.
10:55:05 So there really is flexibility here even though often people

10:55:09 talk about technology. I think you don"t have to get caught up in the
10:55:12 technology. You can read the
guidelines and think creatively about,
10:55:16 well, without technology, what are some other ways I might be

10:55:20 able to reach students in these new ways
10:55:23 ?
   >> Nancy. Know Dr. Lorraine who is
10:55:27 one of our participants says that UD
10:55:31 L is caught in the I
SI program
10:55:38 (inaudible) and information literacy and they also offer a workshop to the
10:55:42 entire program.
And Dr. Thompson has added that
10:55:47 they"re advocating for it at least. See if I get this right
10:55:49 .
Association of library and information
10:55:52 of science and education. Is that right? Okay. So one way

10:55:57 to move this forward is for those of you who are professors or those of you
10:56:00 even who are not is to
advocate the library schools
10:56:05 begin to teach these skills so that because one of the things
10:56:06
that struck me as I was listening is
10:56:10 that we"re talking about this in terms of information

10:56:14 literacy for learning -- I"m sorry. Universal design for learning, but it
10:56:18 really applies to anyone
who is doing anything online to get
10:56:22 information across the people. It would
10:56:26 be the same as if you
were actually, um, monitor
10:56:31 ing or moderating a book club that you want people to participate
10:56:36 in.
These are really general principles
10:56:40 that apply to a much larger field. Helen has come on. So I am

10:56:44 guessing she"s going to say it is time to go.

10:56:48   >> Helen: This webinar is a very good beginning
10:56:51 for offering a better understand for university

10:56:55 size for learning. We will from here build more resources for
10:57:00 everyone. It is accessible for
all
10:57:04 . So also yesterday academics, so may we invite
10:57:10 them all right here to provide
10:57:14 us more articles
or paper related
10:57:18 to university style learning especially on the delivery of
10:57:21 information
literacy program so we can upload your
10:57:25 articles or paper to our library surfaces to people
10:57:29 with
special needs website and make the web
10:57:33 alert web page more resourceful for everyone.

10:57:36   >> Nancy: Thank you. That was a good suggestion.

10:57:40   So with that, I"m going to close it. Would you like to close
10:57:44 your stream sharing, Dr. Cope
10:57:48 land?
I"d like all of the planning committee
10:57:52 to come back on. So I can be sure and thank
10:57:57 them. M
10:58:01 IN CHOW,
MA
10:58:05 SAKO she"s the past president of library services to people