



LEID

Learning Excellence and Innovation Department

***Bring Course Delivery to Life by
introducing UDL into Course
Resources and Learning Materials!***

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Session Objectives

1. **What is UDL?...A Refresher!**
2. Discuss **UDL Principles for Multiple Means of Engagement and Representation**
3. **Faculty Showcase – UDL in practice at Northern College!
#UDL@Northern**

Session Agenda

Time	Topic
10:00 – 10:15	Introductions and a UDL Refresher
10:15 – 10:35	Presentation by Dr. Lance Males
10:35 – 10:45	De-brief and Discussion with Roseanne
10:50 – 11:10	Presentation by Shane Storing
11:10 – 11:20	De-brief and Discussion with Jenn
11:20 – 11:30	Questions and Answers

TAKE AWAY

After this session, we hope you will consider ways to adopt **UDL** Principles into **YOUR** courses!

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

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Universal Design for Learning Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

[Visit the UDL Guidelines](#)

<p>AFFECTIVE NETWORKS: THE WHY OF LEARNING</p>  <p>Engagement</p> <p>For purposeful, motivated learners, stimulate interest and motivation for learning.</p> <p>Explore Engagement</p>	<p>RECOGNITION NETWORKS: THE WHAT OF LEARNING</p>  <p>Representation</p> <p>For resourceful, knowledgeable learners, present information and content in different ways.</p> <p>Explore Representation</p>	<p>STRATEGIC NETWORKS: THE HOW OF LEARNING</p>  <p>Action & Expression</p> <p>For strategic, goal-directed learners, differentiate the ways that students can express what they know.</p> <p>Explore Action & Expression</p>
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Goal:
Support the Development of Options for Learners

Provide multiple means of Engagement →

Affective Networks
The "WHY" of learning



- Allow choice of assignment topics so students are more self-directed
- Offer content that is relevant, valuable and meaningful
- Model expectations
- Offer low risk assessments that are engaging
- Provide consistent and frequent feedback

Provide multiple means of Representation →

Recognition Networks
The "WHAT" of learning



- Legend of terms, symbols, acronyms
- Visual, Auditory and Digital Material Options
- Interactive Learning Activities
- Use of multimedia resources to delivery content
- Scaffold Learning - Link new information to previously learned content

Introducing:

Dr. Lance Males

Faculty – **Veterinary** Sciences



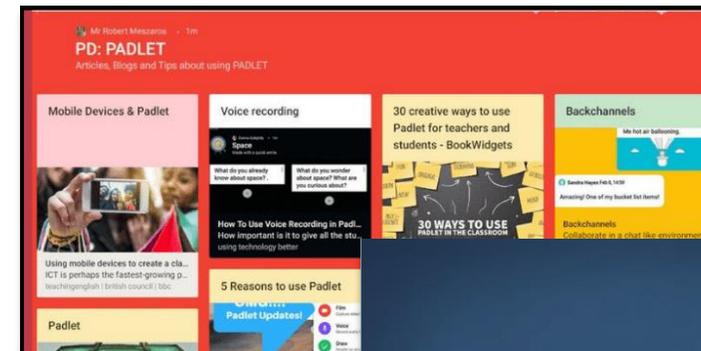
Dr. Males is from New Liskeard. Lance graduated from Ontario Veterinary College in 1992 and joined a 2 vet farm animal practice which has since grown into the largest veterinary clinic in Northern Ontario. Lance has been a part-time faculty member at Northern College since 2004 teaching multiple courses in the Veterinary Sciences department. Lance has also participated in Facilitator training as part of Steven Roches doctoral research project on adult learning which resulted in a huge shift to his educational style. Quote: “I’ve changed my focus from simply covering the material I’ve gathered to more discussion/case based learning.”

UDL In Practice at Northern College

Lance's presentation will model his on-line classroom and how he incorporates interactive tools such as Padlet and Socrative to create rich learning experiences for his students.

SPOTLIGHT

on Dr. Lance Males



socrative
by Mastery Connect

UDL@Northern

How has Lance applied UDL Principles?

Applying UDL Principles

Provide multiple means of
Engagement →

Affective Networks
The "WHY" of learning



Guideline – Sustaining Effort and Persistence

Tackle challenges with focus and determination.

Checkpoint: Foster collaboration and community

Checkpoint: Vary demands and resources to optimize challenge



Applying UDL Principles

Provide multiple means of
Representation →

Recognition Networks
The "WHAT" of learning



Guideline – Comprehension

Construct meaning and generate new understandings.

Checkpoint: Activate or supply background knowledge

Checkpoint: Guide information processing and visualization



Q&A

Introducing:



Shane Storing

Faculty – Trades and Technology Department

Shane Storing is a Professor in the Department of Trades and Technology at Northern College. Based out of the Timmins campus, Shane has been a full-time faculty member for seven years and teaches primarily in the Mechanical Engineering Technician Program. He obtained his Bachelor of Engineering (Aerospace) in 2003 and his Master of Applied Science (Aerospace) in 2006 from Carleton University in Ottawa, Ontario. He is Professional Engineer and has over ten years of industry experience. Over this time, he helped launch satellites to space, developed cutting edge thermal control technologies for laser projection systems, and designed mechanical systems to support radiography equipment in the medical industry. He now uses this experience to help promote experiential learning for Northern College students while working with local industry on applied research projects.

UDL In Practice at Northern College

Shane will showcase his use of Camtasia and other supporting tools he uses to produce engaging online content in his courses.

SPOTLIGHT

on Shane Storing



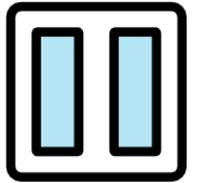
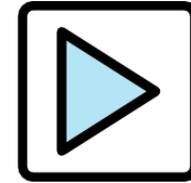
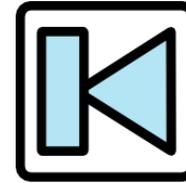
UDL@Northern

How has Shane applied UDL Principles?

Applying UDL Principles

Provide multiple means of
Engagement →

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The "WHY" of learning



Guideline - Recruiting Interest

Sparks excitement and curiosity for learning.

Checkpoint: Optimize relevance, value, and authenticity.

Checkpoint: Minimize threats and distractions.



Applying UDL Principles

Provide multiple means of
Representation →

Recognition Networks
The "WHAT" of learning



Guideline – Perception

Interact with flexible content that doesn't depend on a single sense like sight, hearing, movement, or touch.

Checkpoint: Offer ways of customizing the display of information

Checkpoint: Offer alternatives for visual information



Q&A



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***How will YOU
apply UDL Principles to your courses?***

