Capture, Don't Compress: Operationalizing UDL Meaningfully
 Eric Moore
 Hermitage Ballroom 1

Researchers have long struggled with operationalizing UDL as a variable for research. Likewise, many practitioners and researchers alike have been frustrated by the mischaracterization of UDL by those who misrepresent it, especially in professional development sessions. In this 25-minute talk, I present an articulation of why operationalizing UDL may be so difficult and offer a reconceptualization of the operationalization to meet the unique aspects of framework-oriented constructs such as UDL. Borrowing from postmodern theory, I argue that operationalization of UDL must be inherently flexible: seen as a "territorial" definition rather than a precise one. In so doing, I argue that this new approach may help meet the needs of both UDL re- search and practice.

Student Variability & the Neuroscience of Composition
Zach Petrea
Hermitage Ballroom 2

With every new teaching fad, I struggle with the difference between my personal learning process and the variety of student processes in my class. Often, I like an idea but it proves unworkable for students in real learning environments. However, here at the end of a 3-year grant, I can attest to the effectiveness of Universal Design for Learning (UDL) research to offer concrete strategies for integrating learning variability into curriculum. Using the UDL framework, I have been able to redesign my English Composition course to better take advantage of the natural variability in student learning and create better designed assignments, more authentic assessments, and greater student engagement.

Part I: Getting Started with UDL on Campus
Eric Moore
Cheekwood Ballroom 3

Higher education has a unique landscape that influences the methods of implementing and scaling UDL. In this workshop, we will network to collaborate with others in higher education who are working towards implementing UDL into their systems, practices, and thinking.

From my research, I present a five-level model of UDL implementation in higher ed from the preparation level to the university-structural support level. Participants will be given opportunity to understand where they/their campuses are at present, and identify strategies for moving to the next level of implementation.

Additionally, we will have the opportunity to network and create a community of practice to support one another in our common objectives moving forward.

Creating Universally Designed Course Goals & Objectives
Rhonda Gregory
Cheekwood Ballroom 1&2

With learners foremost in mind, collegiate level course design should begin with carefully crafted learning goals. In this session, we will begin by outlining the components of a UDL Curriculum as described by Meyer, Rose, and Gordon (2014). We will describe and discuss with participants how the three main principles of UDL correlate to the purpose and function of course goal and objective writing. Having established a common framework, participants will then evaluate example course goals and objectives in light of the UDL principles and consider what changes could (or should) be made to improve them to be more inclusive of all learners. Finally, participants will be invited to work individually or in small groups to create (or revise) 3-5 instructional goals or objectives following UDL principles.

Strategies for Inclusion: Lessons from the 5%
Mitchell Stoddard
Heritage Ballroom

Using insights gained working with students whose functional limitations represent the extremes of the continuum (i.e. students with disabilities), we will explore the application of UDL in the post-secondary context. The session has particular relevance to those involved with course design and implementation. Participants will interactively explore how course design features create context in which functional limitations become barriers to learning. UDL will be examined in terms of its capacity to address these barriers in the design of the course and also in terms of the reasonable limitations to its application in this setting. Feedback from university students with disabilities regarding their experiences and perceptions will be shared, and participants will leave with an appreciation of tangible approaches that are expected to have the greatest impact towards increasing equity and inclusivity within course offerings.

Part II: Getting Started with UDL on Campus
Eric Moore
Heritage Ballroom 1

Dr. Tobin UDL in the Classroom Workshop (90 Min. Session)
Cheekwood Ballroom 1&2

Stepping Into UDL
Hollyanna White
Heritage Ballroom

Academic Resources at Chattanooga State Community College recently began measuring our course design process with UDL principles. This session will illustrate the Brightspace tools, software, and pedagogy currently used in the course design process to incorporate Universal Design.

Low Cost Ways to Apply UDL in the Classroom and Training Room Using Assistive Technology
Juanita Lillie
Cheekwood Ballroom 1&2

In this adventure, participants will develop awareness of low tech options, and approaches that they can do to apply the Universal Design for Learning (UDL) principles. The main training and teaching framework will be Kolb's Experiential Learning Cycle (ELC). Practitioners   will be able to share ways on how UDL supports the Experiential Learning Cycle, in addition to modeling UDL in their classes and trainings.

Developing a UDL Mindset: Training Faculty in Universal Design for Learning
Christopher Hromalic
Hermitage Ballroom 3

This workshop proposes a system to engage faculty with information on Universal Design for Learning principles leading to an action and implementation plan creating a wide variety of individual faculty projects. Faculty development in a large, public community college can be a challenge because faculty have very diverse needs. Faculty are subject matter experts, but may have limited knowledge of learning theory and pedagogy. Onondaga Community College (OCC), a public community college located in Syracuse, NY, has provided the "Universal Design for Learning Academy." This workshop will focus on the construction of the academy, scheduling, learning outcomes, evaluation and implementation. OCC is the recipient of a national grant funded by the U.S. Department of Labor, Office of Disability Employment policy. This demonstration project, the Onondaga Pathways to Careers, is a capacity building educational and workforce project done in partnership with Syracuse University.

Meeting Learners Where They Are: Using A Campus UDL Initiative to Promote Cross-Campus Collaboration and Student Engagement
Ana Thompson
Cheekwood Ballroom 3

Institutions often wrestle with selecting and supporting solutions that not only support student learning, but are effective, affordable, accessible and easy to integrate with current processes. The modern classroom demands that we use available technologies to support a learning style that is active, inclusive and learner-centered. Our answer: Universal Design & Active Learning (UDAL). At UW Bothell, we have been integrating Universal Design for Learning (UDL) principles into our training materials, support sessions, active learning classrooms, and tool vetting processes. UDAL is directed by a Core group with representation in IT, Advancement and Disability Support services,and to date, we have recruited 15 IT Accessibility Liaisons from different campus departments to promote collaboration in UDL practices awareness and training.

UDL to the Rescue: UDL in a Programming Course
George Meghabghab
Hermitage Ballroom

Learning programming languages(PL) can present obstacles to learners: 1) The unfamiliarity with the basic framework of the syntax of a PL language, 2) the complexity of the underlying semantics of a PL, 3) The interface itself where the interaction takes place between the leaner and the PL. This presentation will apply the basic tenants of UDL: MM of Engagement, MM of Action and Expression, and MM of Representation to the three obstacles mentioned above. The presenter hopes to show that the learners during the presentation will able to write a short java code that solves a specific problem. Learners will learn how to compile a code, execute a code and verify that the code is correct.