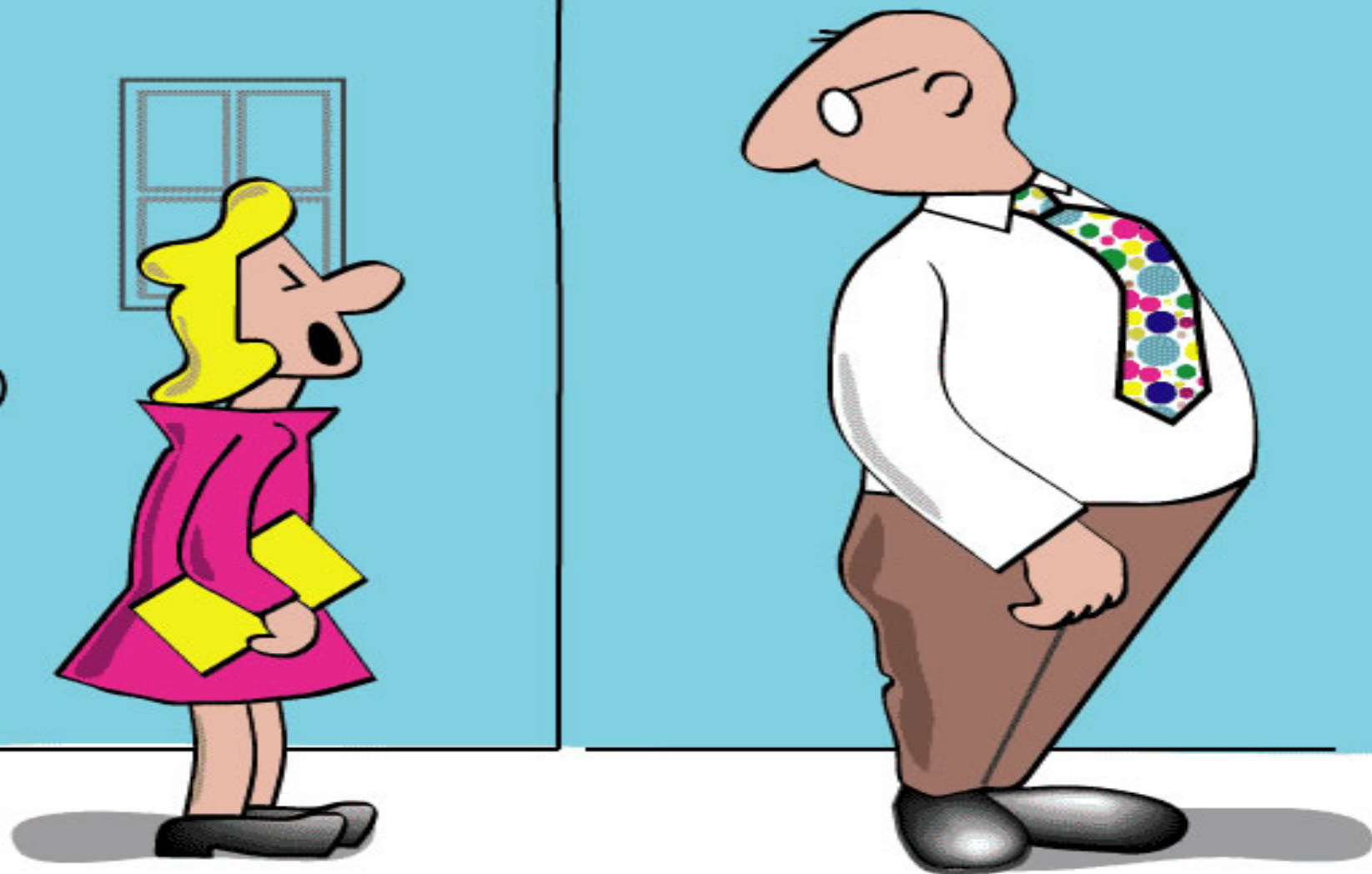


# MEETING LEARNERS WHERE THEY ARE

ANA THOMPSON, MIS, CSM

UNIVERSITY OF WASHINGTON BOTHELL





"As we start a new school year, Mr. Smith,  
I just want you to know that I'm an Abstract-  
Sequential learner and trust that  
you'll conduct yourself accordingly!"

*Browning*



# UNIVERSAL DESIGN

“THE DESIGN OF PRODUCTS & ENVIRONMENTS TO BE USABLE BY ALL PEOPLE, TO THE GREATEST EXTENT POSSIBLE, WITHOUT THE NEED FOR ADAPTATION OR SPECIALIZED DESIGN.”

RON MACE @[THE CENTER FOR UNIVERSAL DESIGN](#)  
NC STATE UNIVERSITY

- DESIGN INSTRUCTION FOR STUDENTS WHO MAY HAVE BROAD RANGES IN ABILITY, DISABILITY, AGE, READING LEVEL, LEARNING STYLE, NATIVE LANGUAGE, RACE, AND ETHNICITY.
- DESIGN FOR MOBILE
- WHAT ELSE?

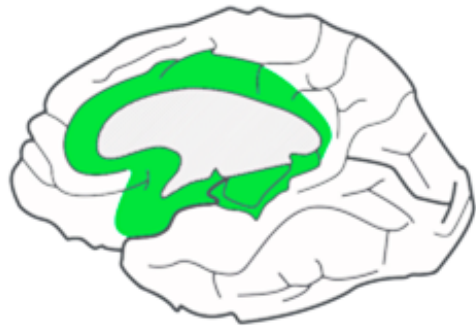




# UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES

## AFFECTIVE NETWORKS

THE **WHY** OF LEARNING



### **Engagement**

For purposeful, motivated learners, stimulate interest and motivation for learning.

## RECOGNITION NETWORKS

THE **WHAT** OF LEARNING

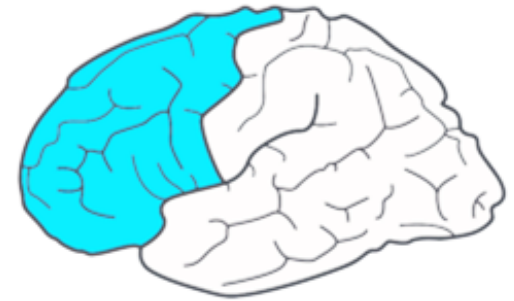


### **Representation**

For resourceful, knowledgeable learners, present information and content in different ways.

## STRATEGIC NETWORKS

THE **HOW** OF LEARNING




### **Action & Expression**

For strategic, goal-directed learners, differentiate the ways that students can express what they know.



# HOW CLOSED CAPTIONS CAN BENEFIT ALL STUDENTS - EDUCAUSE

KEY TAKEAWAYS – [FULL ARTICLE](#)

- REGARDLESS OF WHETHER THEY HAVE A DISABILITY OF ANY KIND, A MAJORITY OF STUDENTS USE CLOSED CAPTIONS AT LEAST SOME OF THE TIME.
  - ROUGHLY 90 PERCENT OF ALL STUDENTS WHO USE CLOSED CAPTIONS FIND THEM AT LEAST MODERATELY HELPFUL FOR LEARNING.
  - SPECIFIC WAYS IN WHICH CLOSED CAPTIONS CAN AID LEARNING INCLUDE COMPREHENSION, ACCURACY, ENGAGEMENT, AND RETENTION.
- 



# ACTIVE LEARNING

- ACTIVE LEARNING IS "ANYTHING THAT INVOLVES STUDENTS IN DOING THINGS AND THINKING ABOUT THE THINGS THEY ARE DOING" (BONWELL & EISON, 1991, P. 2).
- FELDER & BRENT (2009) DEFINE ACTIVE LEARNING AS "ANYTHING COURSE-RELATED THAT ALL STUDENTS IN A CLASS SESSION ARE CALLED UPON TO DO OTHER THAN SIMPLY WATCHING, LISTENING AND TAKING NOTES" (P. 2)
- "WE FOUND INCREASED STUDENT ATTENDANCE, HIGHER ENGAGEMENT, AND MORE THAN TWICE THE LEARNING IN THE SECTION TAUGHT USING RESEARCH-BASED INSTRUCTION." (DESLAURIERS, 2011)



# WHAT IS UDAL?

- UDAL = UNIVERSAL DESIGN + ACTIVE LEARNING
- COMPRISES PRINCIPLES, RESEARCH AND BEST PRACTICES OF [UNIVERSAL DESIGN FOR LEARNING \(UDL\)](#) WITH ADDED EMPHASIS ON STUDENT ENGAGEMENT AND PHYSICAL SPACES
- MORE INFORMATION CAN BE FOUND AT THE [UW BOTHELL LEARNING TECHNOLOGIES WEBSITE](#)



# UDAL CORE TEAM

- FORMED JUNE 2016
- MISSION
  - BRING UDAL METHODOLOGIES TO OUR CAMPUS
  - PROVIDE SUPPORT SERVICES
  - INTEGRATE PRACTICES
- CURRENT MEMBERS
  - DISABILITY SERVICES FOR STUDENTS (1)
  - WEB COMMUNICATIONS (1)
  - IT ENTERPRISE APPLICATIONS (1)
  - LEARNING TECHNOLOGIES (2)

# BUILD CORE TEAM IN 5 STEPS

## [THE DENQUE BLOG ARTICLE](#)

- STEP ONE: LEARN THE BASICS OF ACCESSIBILITY
- STEP TWO: SECURE EXECUTIVE SUPPORT
- STEP THREE: CREATE A CORE ACCESSIBILITY TEAM
- STEP FOUR: CREATE A SET OF ACCESSIBILITY GUIDELINES
- STEP FIVE: DO AN ACCESSIBILITY ASSESSMENT OF YOUR COMPANY

# LAWS & GUIDELINES

- FEDERAL LAW
  - 504 (1973) AND AMERICANS WITH DISABILITIES ACT AMENDMENTS ACT (ADAAA)
- STATE LAW
  - [POLICY #188](#) (AUGUST 24, 2016)
- ORGANIZATIONAL POLICY
  - [UW IT ACCESSIBILITY GUIDELINES](#) (MARCH 31, 2017)

# UDAL JOURNEY



## UDAL Origins

Universal Design for Active Learning (UDAL) began in UW Bothell Learning Technologies as a way to combine best UDL best practices and other pedagogies that maximize student learning and engagement.

## What's in the Name?

The UDAL acronym comes from combining Universal Design for Learning and Active Learning. Andreas Brockhaus, Director of Learning Technologies coined the term March 2016.

## UDAL Core Team

Initially started informally within IT, Jeane Marty (Web Developer) and Ana Thompson (Learning Technologist) began conversations that reflected their passion for accessible design.



# PHASE 1 (2016)



**PHASE 1**

## The beginning...

- 2/23- Campus UD Strategy Group Meeting
- 3/11 - LT staff meeting UDAL initiative is born
- 4/28 - UDI presentation and UDAL panel

# PHASE 2 (2016)



## PHASE 2

### **UDAL Core Team**

**4/29** – CBI in Seattle conversations

**5/25** Met with UW Bothell stakeholders to plan UDAL Forum

**6/3** – Pizza & UDAL Forum

**6/13** – UDAL Core Team and a11y listserv creation

**7/8** – Campus Access Guide Workgroup Meeting

**7/19** – UDAL Mission and website

# PHASE 3 (2016)



## PHASE 3

### Other Events

**9/14** – First UDAL Core Team (UCG) meeting

**9/27** – Sheryl sent Policy #188 announcement and is named UW IT Accessibility Coordinator

**10/4** – UCG Brainstorm on Policy #188 implementation on campus.

Plan to talk to Student Affairs, Academic Affairs VC, Academic Council

**11/4** – ARIA Bootcamp at UW Seattle campus

# PHASE 4 (1 OF 2)



## PHASE 4

### 2017

1/15 – Outline for top-level accessibility site topics

2/19 – SiteImprove discussion and GAAD event planning

3/7 – ARIA Bootcamp at UW Bothell campus

3/28 – UDAL new definition

4/18 – Met with Student Affairs Dean

4/19 – PDF Remediation Pilot

5/15 – GAAW Celebration week



# PHASE 4 (2 OF 2)

A graphic showing a blue path with white arrows leading up a set of stairs, with a sign that says 'PHASE 4'. The path starts at the bottom left and goes up and to the right, passing through three steps. A white arrow points up the path at each step. A black sign with the text 'PHASE 4' is positioned on the path between the first and second steps. The background is a light gray gradient with a dark purple horizontal bar at the bottom.

**PHASE 4**

**5/22** – Policy #188 presentation to Student Affairs

**6/20** – Meetings with Library Director and VC Academic Affairs

**7/10** – Student Affairs student web designers training

Early Sept – Completed flexible classrooms

**10/25** – Presentation to Academic Council

# PROJECTS AND EVENTS



# UW PDF REMEDIATION PILOT

APRIL – JUNE 2017

- UW BOTHELL

- IDENTIFIED OVER 9,000 PDFS
- 930 PAGES OF PDF DOCUMENTS TO VASTEC
- TOTAL COST FOR REMEDIATING THESE DOCUMENTS WAS \$8,593
- PURCHASE OF 12 ADOBE ACROBAT PRO 2017 LICENSES
  - FUNDING FROM THE PDF PILOT PROVIDED BY UW-IT
  - TRAINING SESSIONS ON DOCUMENT ACCESSIBILITY OFFERED LAST MAY AND SEPTEMBER

- UW TACOMA

- 80,000 PDF DOCUMENTS
  - 20,000 ARE CONSIDERED ACTIVE AND ARE IN THE PROCESS OF BEING REVIEWED
  - 60,000 DOCUMENTS WERE DETERMINED TO BE ORPHANED TO BE TAKEN DOWN

# PDF PILOT RECOMMENDATIONS

- IDENTIFY AND REMOVE OBSOLETE PDFS
- CONVERT DOCUMENTS TO HTML WHENEVER POSSIBLE
- DEVELOP A SUSTAINABLE TRAINING PLAN
  - HOW TO USE BUILT-IN ACCESSIBILITY CHECKERS FOR MICROSOFT AND ADOBE PRODUCTS
  - HOW TO CREATE ACCESSIBLE NATIVE AND PDF DOCUMENTS
  - HOW TO REMEDIATE SIMPLE PDF DOCUMENTS



# IT ACCESSIBILITY LIAISONS

- COMMUNICATE ONLINE (VIA [ITACCESSLIAISONS@UW.EDU](mailto:ITACCESSLIAISONS@UW.EDU)) AND ALSO MEET WITH THE GROUP FOR ONE MORNING THREE TIMES PER YEAR
- CONTINUE TO LEARN ABOUT HOW IT USED ON CAMPUS CAN BE MADE MORE ACCESSIBLE
- SPREAD THE WORD WITHIN UNITS ABOUT THE UW'S IT ACCESSIBILITY POLICY AND OTHERWISE PROMOTE THE IT ACCESSIBILITY INITIATIVE
- UW BOTHELL HAS 13 ACTIVE LIAISONS

# FLEXIBLE CLASSROOM SPACES

- MULTIPLE TEACHING STYLES
- INDIVIDUAL SPACE
- GROUP WORK & COLLABORATION
- LIMITED TIME TO RECONFIGURE
- LARGE WRITING SURFACES
- STANDARD TECHNOLOGY
- ABILITY TO LEAVE WORK & RETURN TO LATER
- PLUG AND PLAY
- ACCESSIBLE

FROM THIS...





TO THIS...





**UW1 060**

**MONDAY, SEPT 25  
9:30AM - 11:30AM**

**JOIN US**

**NEW FLEXIBLE CLASSROOM  
OPEN HOUSE**

**UW1 110**

**TUESDAY, SEPT 26  
11AM - 1:00PM**



# ARIA BOOTCAMP

- [WHAT IS ARIA?](#) (W3C WAI-ARIA OVERVIEW)
- TOPICS
  - SEMANTIC HTML
  - ARIA (ACCESSIBLE RICH INTERNET APPLICATIONS ATTRIBUTES) LANDMARKS, ARIA-LABEL
  - EXPANDING/COLLAPSING CONTENT
  - FORMS, LIVE REGIONS, ARIA-DESCRIBEDBY
  - MODAL DIALOGS

# GAAW CELEBRATION (1 OF 2)

- UW BOTHELL MAY 15-19, 2017 4 DAYS – 9 SESSIONS
  - POLICY #188
  - STEM ACCESSIBILITY DEMONSTRATION
  - WEB ACCESSIBILITY KENTICO TRAINING
  - DEMO OF ASSISTIVE TECHNOLOGIES
  - PANEL OF WEB ACCESSIBILITY SPECIALISTS FROM SEATTLE AND BOTHELL
  - PANOPTO CAPTIONING, WHO KNEW!
  - CANVAS ACCESSIBILITY, ONE STEP AT A TIME
  - VIDEO CAPTIONING – YOU TUBE, AMARA, FREE CAPTIONING PROJECT, 3 PLAY MEDIA WA STATE CONTRACT
  - DOCUMENT ACCESSIBILITY STRATEGIES



# GAAW CELEBRATION (2 OF 2)

- GAAD CELEBRATION AT UW SEATTLE
  - PDF REMEDIATION
  - VIDEO CAPTIONING
  - UX PRESENTATION
  - ARIA AND WEB ACCESSIBILITY
  - [#NOMOUSE CHALLENGE](#)





# GUIDES

- [TOP 10 CANVAS ACCESSIBILITY CHECKLIST](#)
- [WEB CONTENT ACCESSIBILITY CHECKLIST](#)
- [STUDENT CANVAS EPORTFOLIOS](#)
- [ACCESSIBLE DOCUMENTS OVERVIEW](#)
- [CREATING TAGGED PDFS FROM OFFICE DOCUMENTS](#)
- [LYNDA.COM TRAINING](#)
- [CREATE TEXT TRANSCRIPT FROM YOU TUBE](#)

# QUESTIONS?

