

UDL, SLO, OEP - the alphabet soup of good course design				
#	Question	Answer(s)		
1	Hello! Which program(s) did you use to create this video? Looks great, especially like how you appear in the corner of the screen.	Techsmith Camtasia and a green screen	<a href="https://www.techsmith.com/video-editor.html">You can download a free trial at https://www.techsmith.com/video-editor.html</a>	
2	Which recording App did you use?	Techsmith Camtasia and a green screen	<a href="https://www.techsmith.com/video-editor.html">You can download a free trial at https://www.techsmith.com/video-editor.html</a>	
3	Interactive quizzes in Canvas?	The new quizzes tool has some great new options for question types. The interactive component is mosly about feedback when students answer.		
4	What tool(s) do you use to ensure the free material you use in your class is accessible and that you aren't violating any copyright protections?	<a href="#">The Wave tool (WebAim) is a great way to test accessibility.</a>	For Copyright - I find openly licensed content that has the Creative Commons licenses.	You can always link out to copyrighted conent online (as long as you don't bring it into the class). But, I prefer Openly Licensed work in general.
5	Without a specific set of materials, how have students requested alternate formats or worked with their Disabled Students resources to get accommodations in a timely manner?	The top link is a "regular" OER textbook. So, that's the one DPSP uses to create additional formats. It contains all the necessary information (since I've customized it). The others are additional and have enough diversity to allow students to find ones that work for them.		
6	Where do you create your OER textbook? What is the link?	<a href="#">There are a few places. One is LibreTexts</a>		
7	Do you know if the free text books include e-texts?	For OER - the free version will be an e-text. You can also have print copies made for low cost for students that want that. (Usually ~\$30-40)		
8	how do you edit an entire book in Canvas?	How I edit mine is cut and paste (openly licensed content that gives me permission) into my canvas course via canvas pages.	It would be page by page. Other sites are a bit better for editing a full book. You can then use Canvas features to open the external link within a Canvas module.	
9	Can you talk more about the site you used to organize content? The previous slide?	<a href="#">LibreTexts - An introductory training can be found on the ASCCC OERI site</a>	<a href="#">A few more training videos can be found on the LibreTexts Youtube site</a>	<a href="#">And, for good measure, the link to LibreTexts again.</a>

10	Thanks for the links. I want to know how to edit the OERs	Lots of possible answers to this question. Send Suzanne or I an email and we can go into the options available. The big thing to realize that openly licensed content can give you the permission to edit legally!	You can also OER books in Canvas, Word, Google Docs, etc. Where you edit depends on your preference and the original source of the book.	
11	You did not answer the question about what software you used to record this video.	Camtasia is what I used to record my part of it and combine Suzanne's piece with mine.	<a href="https://www.techsmith.com/video-editor.html">You can download a free trial at https://www.techsmith.com/video-editor.html</a>	
12	What are some of your favorite resources to learn more about all of these topics and methods?	<a href="#">cast.org is an awesome resources for UDL! TONS of links from there for additional resources</a>	<a href="#">The ASCCC OER Initiative site has lots of great information. I would recommend starting with the recorded videos.</a>	<a href="#">A self-paced course introducing OER.</a>
13	What recording software/tool did you use to "float" in front of your presentation?	I use a green screen and Camtasia to do the editing	<a href="https://www.techsmith.com/video-editor.html">You can download a free trial at https://www.techsmith.com/video-editor.html</a>	
14	How can we help students learn what route is best for them? Metacognitive routines?	I give my students a few options for routes; there is a video early on that discusses a few of the options students have for completing assignments. Later in the semester, I ask them to try two different options for one of the more complex assignments. Then, we have a class discussion about which they tried, what they liked better, and why. Students share the various things they've tried. This is a really great discussion!		
15	TO: MS. AMANDA TAINTOR - when using a green screen, is there a specific green screen material you use or any green fabric is sufficient? Like those you can buy at a fabric store?	ANYTHING works! I actually need to switch to blue because I have green eyes so it can do some funny things when I remove the color. The key is lighting, make sure you have even lighting on you and screen.		
16	Are there any studies/research/data that demonstrates the effectiveness of UDL in closing equity gaps?	<a href="#">Cast.org has links to research on UDL.</a>		

17	Following the analogy of google maps (which I really like!), students might need more time than others to get to the destination. However, they all have the same amount of time (one semester) to get there. Do we expect some students to spend more time than others on our courses, considering it's not the only class they're taking? Thanks!	It can mean that yes. We need to tease away that our concept of learning is based on their grade. We are looking at the outcomes they are obtaining.	This is indeed an issue in our current framework for time-based education. Competency based education is something a few schools are looking at - that's a big shift! Using UDL principles decreases this issue for struggling students because they can focus on their learning rather than the learning AND the format.	
18	Would "Discussions" fill the bill?	absolutely!		
19	what are some effective words/terms to use to help prompt goal without choosing "route"?	Stress the outcomes instead of the grade. This can be a hard transition for many students. It's growth for them in many ways.		
20	In providing multiple methods of demonstrating learning, how to you set that up in the assignment on Canvas?	Very carefully :) I'm not going to lie it can be a bit more time consuming depending on the choices. But again, im evaluating on the outcome and that is what the assignmnet is based on. By enabling every possible way for the assignment to be submitted then it can be easy to grade that way. They submit what they have created to get to the outcome.		
21	The route they take? Faculty limits for assessing an assignment - Need mosgt of them to be text based! Want to include multiple methods but only see this as a selective tool!?	If you choose to utizlie OER then you can create your own text which has the opporutnity to provide multiple means of represenation which will in turn provide opportunities for students to create multiple means of representation.		
22	Are there any UDL communities or resources (courses?) on Canvas?	<a href="#">I couldn't find any communities but found a good article about UDL in Canvas.</a>	<a href="#">And, another good article on implementing UDL in Canvas.</a>	
23	so if you want both routes, to write the description so they are writting across the curriculum, and describe cirrculation system, do you write two outcomes?	Correct. Writing is important - so I assess that separately. The key is to be intentional about WHAT you are assessing. Also, if you are assessing two outcomes at the same time, it can be difficult to parse them. If a students explains circulation poorly - is it because they don't undertand it or because they can't express them selves well in words?		

24	How do you manage different routes in the Canvas gradebook. Are the routes all options within the same Canvas assignment?	The assignment rubrics are based on the content rather than the presentation. So, all students are graded using the same rubric.		
25	How do you merge the Grading for Equity concept of no late penalties and/or flexible due dates with the importance of student-to-student interaction? May be a bit off-topic for this presentation...	There is no easy answer to this question. But the best answer is think about student-to-student interaction in a different way and not be afraid to experiment a bit.		
26	How about creating "Incentives"?	The ultimate goal of the UDL framework is to work towards an expert learner who is Purposeful and motivated, resourceful and knowledgeable, and strategic and goal directed. Incentives might be a tool used to move towards that goal but should be used only as such....temporarily.		
27	When it comes to testing how do you handle that? Do you still offer multiple means of response? Is it more project based assessment?	I use project based, authentic, assessments rather than tests.		
28	Please name a few collaboration tools easily implemented in CANVAS. :)	Easy can be subjective but the collaborations tool built in allows for google docs or 0365 documents to easily created and collaborated on.		
29	I'm not sure if you saw my question, but I'm wondering if there are any UDL resources and/or communities on Canvas?	Not that I know of. But Canvas has a great community - it's worth searching to see if one exists.		
30	In my chemistry class, one objective is 'Solve algebraic equations that arise when working chemistry problems'. How would students achieve this with UDL? help!!!	You can email me to brainstorm (wakimsu@butte.edu). It's difficult to give specifics in this format. But, one strategy may be to give students options in how they solve the equation: write it on paper and take a picture or use digital equation editors. You could also use Open Pedagogy to help - have students create problems for each other to solve.		
31	LOVE the living assignment idea! Is there anywhere to go for good ideas?	<a href="#">Not a lot yet. CCCOER has some good resources on Open Pedagogy.</a>	<a href="#">The Open Pedagogy Notebook also has some good resources.</a>	

32	Co-instruction? Don't really understand that concept in application. I get collaborative assignments. I'm thinking of giving options to choose from 3-4 styles of sharing? Yes?	That's a great idea! Another way to have students contribute to the class content is to have them write quiz questions. Or, you could have them create explanations of the more complex course content - this would give you a pool of explanations to pick from for future classes.		
33	How does this work for a computer applications class?	You can email me to brainstorm (wakimsu@butte.edu). It's difficult to give specifics in this format. The strategies will depend on the specific SLO you are trying to assess.		
34	For a writing composition class, how do you move beyond "write a paper" for assessment?	The key is to focus on the SLO. If your SLO is for students to write a paper - then that would be the assignment. You can add student options by allowing them to select the topic for the paper. The fixed part of the assignment is the part that relates to the SLO; the rest of the assignment is where variability can be introduced.		
35	During the first week of the course I employ a diagnostic assessments (MC and open ended question) to find out where the students are individually and as a class. DO you have any other suggestion?	A diagnostic assessment is a great idea. If it's not already part of the assessment, you could ask students to reflect on how confident they are with their answers and how comfortable they feel with the content. This is a good start to metacognition.		