



**3Play Media – Professional Development Webinar Series  
January 21, 2016**

Tobin, “Strategies for Getting Administrative and Faculty Buy-In for UDL”  
Participant Feedback

**Registered:** 501

**Attendance:** 197

**Respondents:** 115

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**Question 1: How might faculty members actually feel when students come to them with requests for specific disability accommodations?**

Ack, how can that happen?

Annoyed

Annoyed, feeling students are entitled

Arg.

As an administrator with a special ed background, I would have quite a number of faculty members who felt as if those students were getting an upper hand on the others.

As if it's just one more thing to do - when they don't know if it will make a real difference

Burdened

Concerns about academic integrity and fairness; frustration

Dread

Freak out factor

Frustration

I don't have time for this.

I hear that they often don't think it's fair to other students.

It seems faculty often feel it is unfair or extra work.

More work

More work for them.

more work...

My guess is this is too much work

Oh geez, I don't know what I'm supposed to do.

This is overwhelming

Oh great! More work!

Oh no!!!

Oh no, I have more work to do...

Oh, no, I'm not prepared to deal with this.

One more thing to do.

Overburdened

Overwhelmed

Overwhelmed and confused if they are new to providing accommodations.

Overwhelmed at another set of tasks.

Panicked about meeting the accommodations.

Resentful

Stress

Suspicious, overwhelmed, angry

The student can't take my course.

They are afraid, panicked. Unsure of what they need to do.

They feel like they are being asked to do a favor for the student rather than give access.

This is an inconvenience. Why aren't you a normal student?

This is going to be more work!

This is going to cause me a lot of time and work

This is more work.

This isn't my job.

This will make more work for me.

Ugh, more work!

We get our ADA Compliance via our ADA

Coordinator. As an instructor, I always complied. How did I feel? It would be more work for me and also more work for the student.

What a pain...

Why should this students get an accommodation over others?

Yet another accommodation!?

**Question 2: What is one strategy that [fictional faculty member] Reed Moore-Büx can use to reach out to his learners using mobile devices?**

Chunked video segments  
Collaborate  
Create the content in a format that can be seamlessly deployed to all formats without having to create it in more than one form/platform.  
Discussion boards  
Discussion boards, email . . . along with a policy that he answers questions within 24 hours.  
FAQ materials that students can access as a first line of defense?  
Find novels that are open source so students can access them electronically  
Forums  
Group Twitter channel  
GroupMe app!  
He could include more discussion forums...social media outlets/research  
Mobile teaching app, includes chat and video  
Online lectures - synchronous meetings that are recorded  
Peer question and answer  
Place notes online for students to read  
Placing on D2L so it's always available for students...Using ZOOM for office hours.  
Podcast

Post readings in PDF format.  
Provide clear, written directions for frequent questions.  
Provide the materials electronically.  
Remind text messaging app.  
Responses to other students' discussions.  
Rich media in multiple formats with accommodations.  
Set up a Twitter account and use it to communicate with students.  
Some synchronous sessions.  
Storyline  
Substitute videos for lectures.  
The Remind text messaging app (remind.com) is an excellent tool for faculty to reach students on their mobile devices.  
Transcripts for videos.  
Treasure hunt  
Use a web conf tool/FaceTime/Hangouts.  
Use of a social media app like snapchat (sharing short videos that students can follow)  
Use video clips in the LMS.  
VoiceThread  
Watch a film noir YouTube.

**Participant Questions**

Assumption here is that support staff is part of culture...  
Our faculty build all of our own course design, building, and tech work. How should we handle this?

*Tom: In institutions with small or no support staffers (I'm thinking about community colleges and small private institutions, primarily), creating faculty skill circles or communities of practice makes the most sense. One faculty member skills up in media production, one in accessibility, one in instructional design, and so on. The IDEA Center at Valdosta State University has adopted this faculty-driven model successfully ([valdosta.edu/academics/idea-center/](http://valdosta.edu/academics/idea-center/)).*

But we do need to make sure faculty realize the importance of captioning their videos so they will send them to Media Services to be captioned.

*Tom: This is exactly why UDL training for support staff makes sense. Faculty members who have the tech savvy to create their own videos “on the fly” with the cameras they have at hand still need to have places to host those videos—usually institutionally-hosted places. Make/nudge/encourage faculty members go through a support area to accomplish their media needs, and that creates a conversation that “just happens” to include UDL elements. The College STAR project in North Carolina ([collegestar.org](http://collegestar.org)) is a wonderful example of this in action.*

Can you share the research you're mentioning on retention and success improvements?

*Tom: Sure thing. There's a large body of scholarship out there, but start with the research done by CAST (<http://udloncampus.cast.org>). Other good places to start: Moore & Fetner, 2009 (<http://files.eric.ed.gov/fulltext/EJ862352.pdf>); Corocran, 2010 ([http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1272&context=open\\_access\\_dissertations](http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1272&context=open_access_dissertations)); Linder, Fontaine, & Behling, 2015 (<http://www.tandfonline.com/doi/full/10.1080/02680513.2015.1007859>).*

Do you have any strategies for ensuring courses maintain best practices in UDL over time?

For our part the problem is not implementing UDL in courses when they are developed, but rather how to maintain best practices of UDL in courses semester after semester.

*Tom: The best way to keep interactions as well-designed as possible is to adopt an incremental review process. Most institutions review their courses every three or four years to determine whether the course is still current, how well it meets the needs of employers and the professional field, and what elements in the course should be dropped, updated, or added. In between these formal content-review sessions, adopt a once-a-year design review process, with the goal of updating or improving one aspect of the course. Perhaps this year for Course X, the focus is on communications, and next year might be aimed at improving the choices and control that students have over their learning "path" through the course. The driver is that faculty members who teach the course and designers who help them come up with the priorities together.*

Even without accommodations requests, there still is the issue of faculty questioning why they need to add to another format. The thought that they have been using the materials for many years and it's been fine so why do they need another format?

Not true for some disciplines where the faculty are largely entrenched in their 20+ years experience of teaching... they believe in their expertise and don't listen (usually) to suggestions for design changes... they know what is needed... this is the mindset to change...

*Tom: Part of the "if it ain't broke, don't fix it" mindset is that faculty members can get complacent about "not having" any learners with challenges in their courses. We all know that this just means "I choose not to see those challenges," or "I am upholding my personal/professional/perceived standards, so I cannot change." So, don't have that conversation with faculty members. Instead, talk about what bugs them in their courses. If faculty members say "my students just don't get this concept," or "they always e-mail me 700 times about the same thing, every fourth week when I teach this course," those are good places to suggest good UDL principles in order to reduce the workload and frustration for the faculty members (and, as we know but won't say aloud, for their students, too).*

How do we shift more onto staff to support the faculty?

*Tom: This is sometimes the hardest change to implement on a campus, especially where support staff are already fully loaded with work and there aren't resources for adding to the staff numbers. Get your senior leaders involved. Look at how much time your support staff spend in dealing with student and faculty concerns that could be designed out of existence. Make the argument for work up front that saves time, effort, and frustration down the road. This is why I like to apply the lens of "where are the pinch points" and focusing on those specific tasks or support structures first.*

How do you deal with medical faculty who say that they have technical standards? (Implied question: The technical standards should be weeding out the students with disabilities we need to accommodate).

*Tom: This question implies that we're talking about accommodation, rather than design. In neither case should we be changing the standards for students to meet. In medical education, there are physical standards that must be met. At my wife's two-year college, nursing students must be able to lift 60 pounds to the height of their shoulders, since they will need to move patients. Students who cannot do this are told early on that they can't meet that standard. Now, if one of the standards is being able to read a patient's history chart, that can be accomplished in many formats—so be careful about what's an iron-clad "no" and what's an opportunity to offer choice in meeting standards.*

Different options for the assignment will take different amounts of time.

Q: At my institution we are required, for accreditation, to indicate the demand hours/assigned time for each part of the course including assignments. Do you have any suggestions about how to go about considering alternative assignments when that is such an important consideration? (For example, how do you assess how long making a video should take in comparison to writing a paper?)

*Tom: In the webinar, I gave a back-of-the-envelope answer of using a 1.5 multiplier against a baseline of the faculty member or designer's own time to complete a task. There is a small but growing body of literature about converting seat time for multiple methods of presentation and skill demonstration, and the two best places I know to look for practical, action oriented research are the lit-review-with-action-steps from APUS, and the Department of Labor's own estimates when they are teaching courses to their own staff: ([swosu.edu/academics/aij/2012/v2v2/powell-helm-layne-ice.pdf](http://swosu.edu/academics/aij/2012/v2v2/powell-helm-layne-ice.pdf), [dol.gov/oasam/learninglink/2011bestpractices.pdf](http://dol.gov/oasam/learninglink/2011bestpractices.pdf)).*

What about the 20% without a smart phone or bad service?

*Tom: UDL is about providing choices, which is the opposite of making/forcing/nudging students to use a particular method, medium, or tool. Suppose you've invested time and effort into captioning your videos and making text-only transcripts for them. A few of your students do not have mobile devices or Internet access at home. Those students can still watch the videos at public libraries, in your institution's computer labs, or by studying with colleagues who have access. In other words, course designers and faculty members do not have to accommodate (and I use that word on purpose, here) every scenario for students who wish to use their materials. We should provide the broadest choices we can for when students do want to interact, and then work with students who fall outside of those limits as opportunities for individual accommodations. UDL will never get rid of accommodations—it just makes them much less frequent.*

What if there is a technology that a faculty wants to use (like an Adobe Flash quiz), but it is not compatible with UDL principles?

*Tom: In the webinar, I talked about one of the challenges with technology: it is changing all the time. If you had asked this question back in 1999 or 2000, all we had was Adobe Flash. It wasn't really available to people with disabilities because screen readers couldn't get into that information. If you have content or interactions that are using technology that isn't accessible, there's a right answer and there's a practical answer. The right answer is to stop using it or find an alternative that allows access for the greatest number of people. The practical answer is if you have something in Flash, and it's not one of those places where your students always have questions, where your students always get things wrong on the test or the quiz, where your students always need things explained in various ways, that might be lower on the priority list than doing Universal Design for Learning on some of the other kinds of materials in your course.*

## Participant Take-Aways & General Feedback

Good point: incremental improvement is our focus...

I really like the idea of +1 and training the support staff to make UDL a part of the development process. Thank you.

I think I just heard Grover.

I'm going to look for UDL hot spots.

I'm talking cultural paradigm shifting...

Learning takes place only where the learner is, not necessarily where the instructor is, so use Web2.0 apps, use media that can be played on different devices...

Nailed it! 8-)

No. don't take extended time. Try it in class first!!

Not a question, just a comment: I really like the plus one approach to begin the discussion with those who see UDL as a chore. So, thanks for that concept.

PDF can't be read by a screen reader accurately.

Promote one step at a time. Also, top notch Yoda voice.

Quick note about Screenr. Articulate is no longer supporting the service.

Screenr no longer exists for recording, FYI.

*Tom: Thanks—haven't used Screenr in a while, so I'll remove/replace in my presentations!*

Shifting to train support staff and admins is a very smart idea. Thank you for the excellent presentation!

Thank you Thomas and Lily! Have fun! Catch up soon ~ Lisa

Thank you!

Thank you! Looking forward to the recording as well

Thank you, Lily and your colleagues! You're excellent!

Thank you. Excellent webinar

Thanks for this great webinar.

Thanks for your expertise!

Thanks Thomas. Excellent session. Live long and prosper.

Thanks Tom and Lily and Emily

Thanks! :)

Thanks, Tom.

That was an insulting comment regarding athletes. My son was the academic All-American for the A-10 D1 Conference. Insensitive and discriminatory.

*Tom: Thanks for the push-back. I will tell that story in the future, but with the ending of student athletes breaking a stereotype by studying on the bus.*

That's a pretty good Yoda impression.

Try and create a +1 mindset, Yoda impression was SPOT ON!!

UDL occurs prior to accommodations. If UDL is in place then there is often no need for accommodations.

You do Yoda better than Yoda.