

Tobin: “Re-Framing Universal Design for Learning”

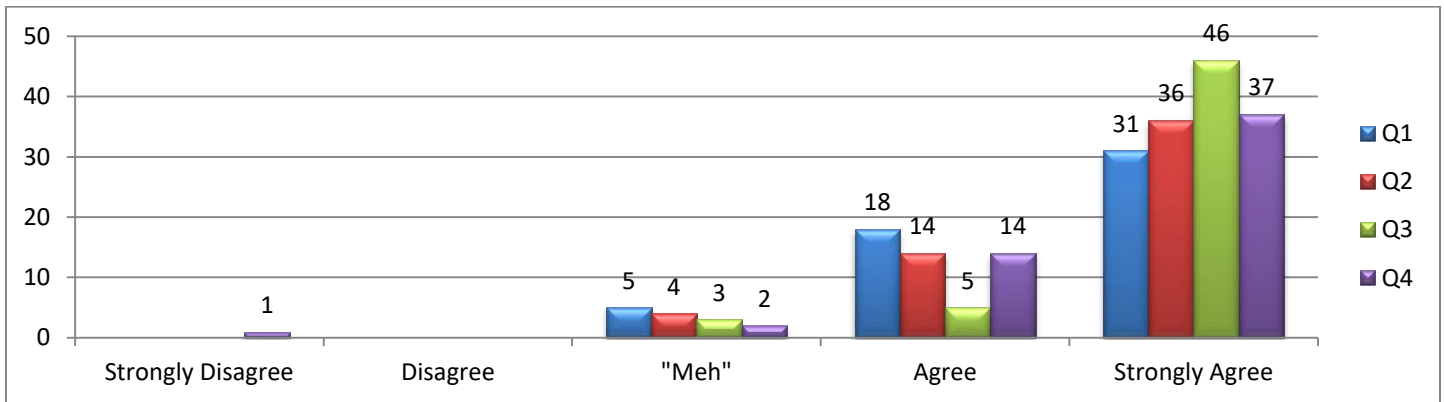
Participant Rating Results

Attendance: 68

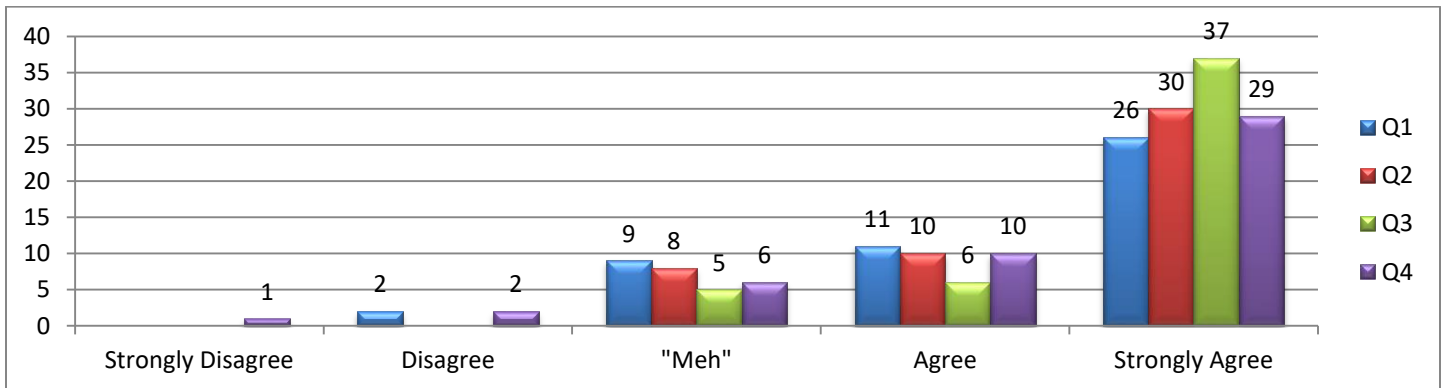
Respondents: Session 1: 54, Session 2: 48, Session 3: 46

1. This workshop’s information will be useful to me in my job.
2. The description matched what I experienced in the workshop.
3. The facilitator demonstrated good presentation skills.
4. Over all, this was a good workshop.

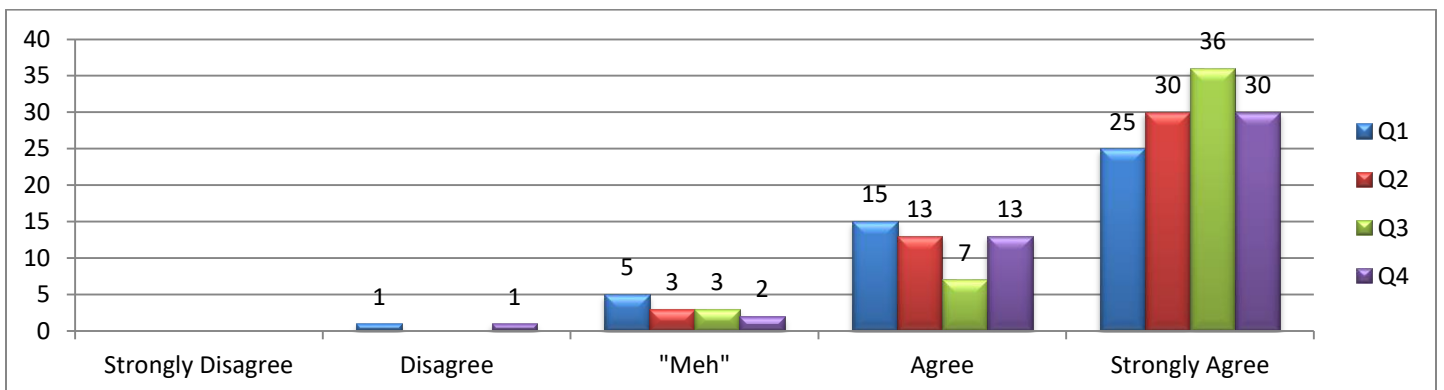
Session 1



Session 2



Session 3



5. In a few words, share your over-all impression of this workshop.

Session 1

- Any time you can work Star Wars into a presentation, it's a good thing.
- Clearly expert, enjoyed useful tips for implementing UDL.
- Engaging, interesting, great ideas.
- Engaging.
- Gave a good understanding of common misconceptions about UDL.
- Great presentation over all. Some excellent ideas. Love "bio breaks." Relatable material.
- I learned of apps that will be very useful. Examples improving time efficiency for communication with students will also be very useful.
- I liked the examples and starting with a myth. Action items at end of session were most useful. One way that would have helped me is to put the main point of the Star Wars analogies into a text/bullet point before moving on. The analogies were a bit hard to tease out without that visual/text cue. But otherwise, a fun way of intro to UDL.
- It's engaging and makes you think, though still waiting on how exactly the content can be implemented for math.
- Lots of take-aways!
- Made me aware of ~~alternative~~ creative ways to approach learning by expanding methods of content delivery and evaluation.
- Not a fan of style.
- OK, but best with research-based findings.
- Paradigm shift for me as an instructor.
- Princess Leia should have made her material in an easily accessible format so that Luke would not have had to go everywhere to find a way to see that video. Think about it, though, that means . . . no Star Wars movies . . . ☹
- So far it has provided a useful tip (other than 9&3 driving) & i.e. 10+2 strategy while teaching.
- Speaker is engaging and relatable.
- Spend more time on 5 strategies; less on other intro examples.
- Thank you for all the practical advice & useful technology.
- The Star Wars metaphors are distracting and not very helpful in my view. Thank you for good tips and thought-provoking discussion.
- This content is already familiar to me—no new information.
- Though the emphasis strongly encouraged design of 1+ and implementation, this presentation barely engaged such a design. There was music, lecture, Powerpoint slides, open Q&A. But all of this is fairly basic presentation practice.
- Tom is a fantastic speaker—very engaging!
- Very basic—for a UDL presentation, mostly presented using one modality.
- Very engaging—though I look forward to moving deeper into UD.
- Very good impression because this session is to show us numerous ways of judging the situation.
- Well paced to master content. Speaker is using reflective questions that got me thinking!
- Well-paced; engaging; appropriate level of depth.

Session 2

- As a first time faculty member, the points being made here are focusing/helping me to "meta-think" about my course.
- Didn't have the most specific description initially. I was expecting more specific examples of how to implement UDL, but didn't get that in this session.
- Excellent!
- Good.
- Helpful with specifics re: grading and instructions.
- I liked the idea of analyzing people's assignments but I am not sure it is effective with a 2-3 sentence version of the assignment. I think faculty were bringing up situations when all the rubrics and HW components are spelled out in the instructions already. And when the instructions are posted and discussed in class but still result in confusion. I'm just brainstorming ideas to take it further: perhaps having faculty bring an actual assignment example? (maybe prep is advance & distribute to attendees?)
- I need to be more transparent in how I grade.
- I teach a standard course, so I don't have the "power" to integrate more expansive ways of grading/assessing. ☹
- Info did not seem particularly know [sic].
- More time to talk together by dept. would have been helpful here.
- only complaints.

- Practical advice for how to implement UDL.
- That picture of Darth Sidias [sic] did not match the audio clip. We didn't discuss the Star Wars cosplay picture. These are my
- This section was a bit more confusing than the 1st. Would have liked more input on teaching/skills b/f assessment.
- This segment helped me expand ideas for how to improve clarity regarding expectation of quality in student responses to assignments. Thus, reduce the recursivity of questions about grading.
- This session had very specific items to consider and used additional text to emphasize the main points of UDL.
- Too amorphous → not prescriptive enough. Examples, but too few. . . yes.
- Too basic—really deficit-based view of students.
- Very practical; generated specific ideas for my courses.
- Write 3 sentences, rubric.

Session 3

- ☺
- As a new instructor, this was a tad less relevant @ this point in my career.
- Encourages me to take small steps towards improving the learning experience. So, I look forward to implement some of these techniques.
- Enjoyed the session today. Primarily reinforced many strategies I currently used but appreciate the +1 advice. 9 & 3 also great advice! Suggestion: think about varying rating items across the three segments.
- Fantastic ideas!!!
- Fantastic!
- Good didn't care.
- Good tips.
- I believe you should finish with "Do, or do not. There is no try." Start to work on UDL. Don't try to work on UDL. Failure is okay if you learn and improve.
- I like having the opportunity to talk with other teachers in my department.
- I still have questions. Give us a list of apps (free apps) allowing us to make our materials easily available ex: Notability, Jing, etc. This is missing from the lecture.
- I wonder how Deaf people would respond to the comment that a transcript can substitute for captions. Regardless of explanation the Chinese menu was problematic.
- It ~~is~~ was great.
- Mostly, it was about Star Wars.
- Over all, I wish there was less time convincing us about the value of UDL, and more time on practical implementation (e.g., specific technological programs).
- Overall, this was very useful seminar. There are useful & feasible things that I can use from this immediately in my teaching.
- Paradigm shift.
- "Secret, sneaky evangelists" is a great catchphrase. FYI, left brain/right brain is ALSO a neuromyth. Especially for claims of verbal/imagery memory lateralization, or "creative" versus "analytical" separation.
- Thank you for the great workshop. However, I felt it was very repetitive. Perhaps a 1.5 hr workshop would work better. Great parking story. ☺
- Thank you!
- The big thing I've gotten out of all 3 sessions is improving communications with the students will ease both the work I put into the class as well as what the students get out of it.
- The content + message of this workshop is good/important, but since this is already integrated into my classes + into the work my dept does, three hours was way too long. A beginner PD + advanced PD would have been better.
- The encouragement to aim for progress, not perfection—which is not possible anyway, and never exists as anything but an abstraction.
- This session gives me the different perspective of assignment grading!!
- Very engaging!