Welcome to Supporting Diverse Learning in Higher Education 2, Session 3!

Tuesday 14 May from 12.15 – 15.30 in Otakaari 1, Y307

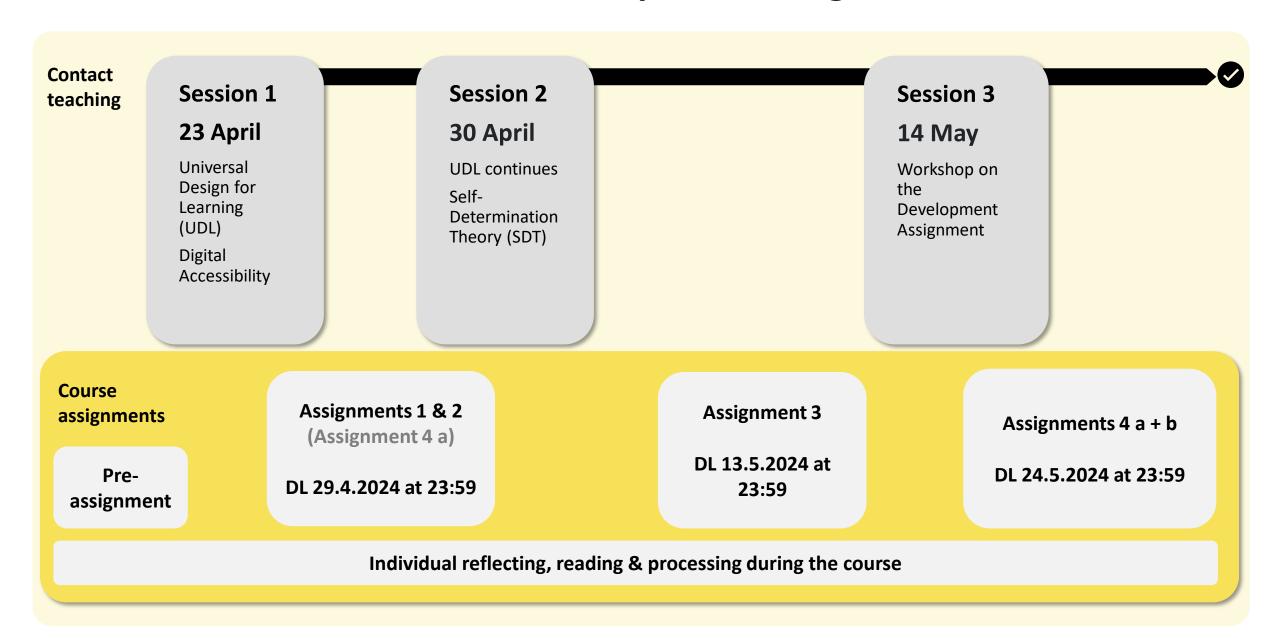**Suvi Toivonen,** Digital Learning Specialist at Teacher Services

Hanna Liisa Hakala, Lecturer of English, IDEM Project Manager at Aalto University / Doctoral Researcher in Educational Psychology at Helsinki University

How's life today? ☺

Any urgent questions at this point?

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Timeline & Development Assignment

Contact teaching

Session 1	Session 2		Session 3

Session 1

23 April

Universal Design for Learning (UDL)

Digital Accessibility

Session 2

30 April

UDL continues

Self-Determination Theory (SDT)

Session 3

14 May

Workshop on the Development Assignment

Course assignments

Pre-assignment

Assignments 1 & 2
(Assignment 4 a)

DL 29.4.2024 at 23:59

Assignment 3

DL 13.5.2024 at 23:59

Assignments 4 a + b

DL 24.5.2024 at 23:59

Individual reflecting, reading & processing during the course

Face-to-Face Session 3

12.15 – 12.20   Instructions for the session

12.20 – 13.20   Discussion about challenges applying digital accessibility, UDL, SDT in your courses in groups of 3 (2 persons x 30 mins)

13.20 – 13.30   Break

13.30 – 14.00   Discussion about challenges applying digital accessibility, UDL, SDT in your courses in groups of 3 (1 person x 30 mins)

14.00 – 14.20   Prepare your solution to one of the topics covered in your small groups

14.20 – 14.30   Break

14.30 – 15.20   Present your solutions to the whole group (5 mins/ group)

15.20 – 15.30   Closing

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Zoom participants' instructions coming up next

ZOOM participants: Session 3
Ksenia, Meri, Pilvi & Udayanto

12.15 – 12.20   **Instructions for the session**

12.20 – 13.20   **Discussion about challenges applying digital accessibility, UDL, SDT in your courses in**

   a group of 4 ppl (3 of you shares / each has 20 mins)

13.20 – 13.30   **Break**

13.30 – 14.00   **Discussion about challenges applying digital accessibility, UDL, SDT in your courses in**

   a group of 4 ppl (4th person/ 20 mins + 10 min general discussion)

14.00 – 14.20   **Prepare your solution to one of the topics covered in your small groups**

14.20 – 14.30   **Break**

14.30 – 15.20   **Present your solutions to the whole group (5 mins/ group)**

15.20 – 15.30   **Closing**

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Objectives of today's session:

1) Discuss your questions about applying UDL & SDT
2) Seek solutions to your questions and spar your peer from UDL & SDT perspectives

**Universal Design for Learning
(UDL)
&
Digital accessibility**

**Self-Determination
Theory
(SDT)**

Summary handouts available on each

Instructions for working in groups of 3 people (30 mins/ person)

Decide who will start and which "hat" each will wear first (UDL/digital accessibility or SDT).

30 mins

1. **Person 1** explains their course and question 1.

2. **Person 2** asks clarifying questions and discusses possible solutions to help Person 1 apply **UDL/ digital accessibility** to their course.

3. **Person 3** asks clarifying question and discusses possible solutions to help Person 1 apply **SDT** to their course.

4. Repeat the above with Person 1's other questions.

5. Repeat the above with Person 2's and Person 3's questions. Rotate the "hats".

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ZOOM participants: Instructions for working in groups of 4 people (20 mins/ person)

Decide who will start and which "hat" each will wear first (UDL, digital accessibility or SDT).

20 mins

1.   **Person 1** explains their course and questions.

2.   **Person 2** asks clarifying questions and discusses possible solutions to help Person 1 apply **UDL** to their course.

3.   **Person 2** asks clarifying questions and discusses possible solutions to help Person 1 apply **digital accessibility** to their course.

4.   **Person 3** asks clarifying question to help person 1 apply **SDT** to their course

5.   Repeat the above with Person 1's other questions.

6.   Repeat the above with Person 2's and Person 3's questions. Rotate the "hats".

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Sparring your peer from UDL & SDT perspectives

- **Aim to challenge, encourage or stimulate deeper thinking and reflection with your questions!**

- **Use Why, What and How questions from the following perspectives:**

Universal Design for Learning
(UDL)
&
Digital Accessibility

Self-Determination Theory
(SDT)

During our small group work, let's give our full attention to our peers, shall we?

Closing & Homework

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Homework after Session 3 (DL 24 May 23:59)

Assignment 4 a (3 hrs):

1. Choose a digital learning material from your course that you have created and analyze its accessibility (e.g. a slide set, a video, a handout, or other digital learning material).

- Describe the current state of accessibility of your material. What kind of accessibility issues did you identify? Why might they pose a challenge to learners?

- Use the most typical accessibility challenges as your guide to analyze the material (discussed in Session 1). If applicable, familiarize yourself with accessibility checkers that can help you to identify accessibility issues in some of your material. You may use for example

- **<u>Microsoft Accessibility Checker</u> for PowerPoint and Word documents.**

- **<u>WebAIM: Contrast Checker</u> for checking color contrasts.**

- **You may also find useful resources in the <u>Additional resources</u> -section.**

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Homework after Session 3 (DL 24 May 23:59)

Assignment 4 a (3 hrs):

2. Plan how to make your material accessible. Use the same material you analyzed before.

- Describe what specific actions or modifications should be made to the learning material and how you could do it. Use practical examples.

- Reflect on what it will take to make this plan a reality.

Homework after Session 3 (DL 24 May 23:59)

Assignment 4 b (8 hrs):

•**Create a lesson plan for your course in which you support students' sense of autonomy, competence, and relatedness and apply the three main principles of UDL.**

- Consider students whose skills in autonomy, competence, and belonging are hampered by their impairments, such as Autism spectrum disorders, ADHD, dyslexia, panic disorder, and others (**resulting in a lack of** initiative, ownership over their actions, executive and time management skills as well as in poor interpersonal skills and self-efficacy, social isolation, difficulties in interpreting others' language and communication and a tendency to give up their studies).

•**Justify your choices using at least two of the given sources in addition to the course slides as source material.**

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Final Steps of This Course

- After you have submitted Course Assignments 4 a + 4 b,

  - teacher evaluation on them available by Fri 7 June!

  - If in doubt, please be in touch!

- Course feedback form sent to your emails on 31 May

  - We appreciate your feedback!

- Our response to your feedback via MyCo a bit later

- Any questions at this point?

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Thank you for your participation – was a joy working with you all! ☺

Keep up the good work supporting our diverse learners!

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