UNIVERSITY OF
NORTH DAKOTA.

Tobin, "Reach Everyone & Teach Everyone with UDL" Keynote

Participant Rating Results

Attendance: 45   **Respondents:** 29

Keynote

1. The information shared today will be useful to me in my job.
2. The description matched what I experienced in the session.
3. The speaker demonstrated good presentation skills.
4. Over all, this was a good professional-development opportunity.
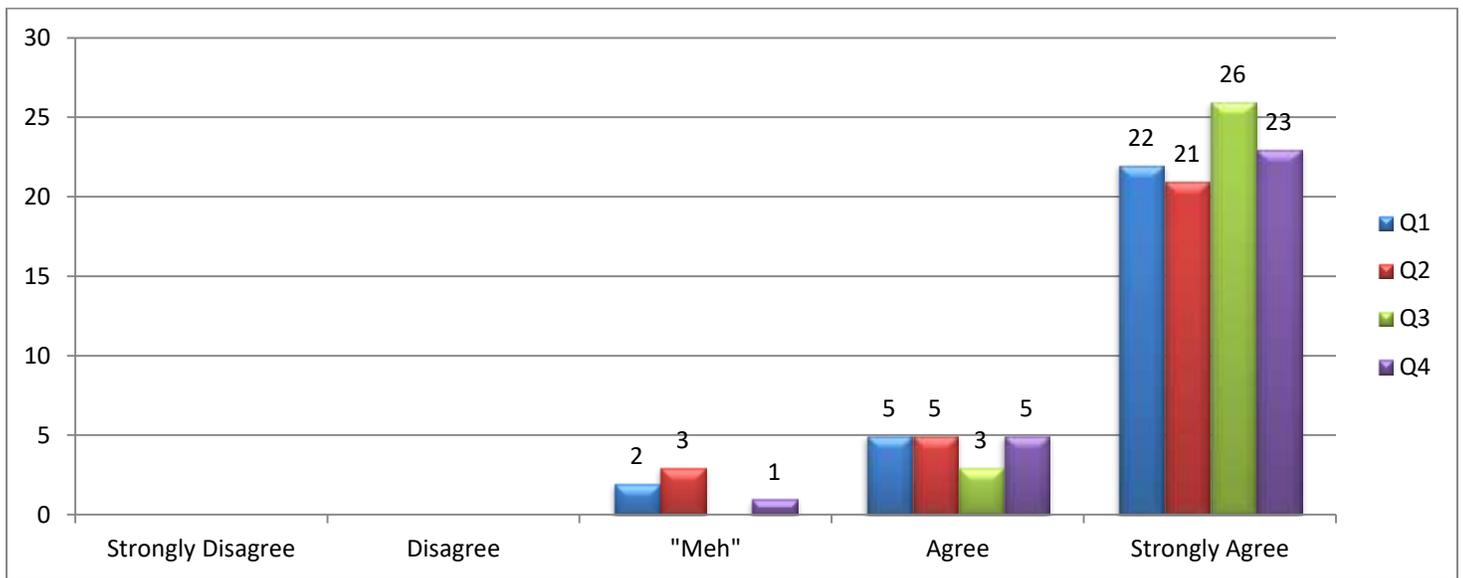
5. List the take-ways from the sessions you attended.

- (1) Awareness of several programs available to be used - Remind 101, Dragon Naturally Speaking, etc. (2) Learning Styles not a real thing
- +1 mentality and how it impacts all learners, importance of progress not perfection in UDL, that we are not the only ones who struggle with pushback when wanting to implement new ideas,
- +1 Thinking / People want instant answers / 90% of 1st gen college students have a smart phone
- +1 thinking, pay close attention to text on website, provide options
- 1. Plus one - Add one additional way of presenting information to increase inclusion. 2. Progress over perfection 3. Start with pinch points
- 10-2 facilitation; taking it one step at a time; microsoft subtitles program for presentations
- Add one more way of students engaging with content and being evaluated on learning. UDL is for everyone. 10x2 - 10 minutes of content and 2 minutes of activity to help with learning retention.
- Adding just one additional mode of learning is a good start
- Be more interactive with students; offer students greater variety of style-matched learning modalities; use more opportunities for peer evaluation.
- Build classes to meet mobile learners, build class experiences to engage students (10 minutes of teaching + 2 minutes or more of activity), start small with your courses (it doesn't have to be a big change overnight)
- Choice! - Plus 1 - it isn't all about technology
- connecting with students, offering captioning, offering choices for assignments
- Focus more on mobile learning
- For UDL, create text, make alternatives, allow students to 'do it their way', chunk things up, and set content free.
- Goal of UDL is to create expert learners"
- I always appreciate being able to attend remotely. I liked the way the presenter included the remote attendees. His comment about First Gen students was interesting.

- I have one big one: UDL in a course doesn't just mean providing content delivery options, but moreso providing a variety of assessment options.
- I learned techniques that I can use in the classroom to present information in ways that keep students engaged, assignment techniques to ensure that the assignment can be used to assess specific skills, and the value of creating multi-path instruction.
- Identify the areas that are lacking or cause issues, Make plus one changes to these areas, need upper administration support and involvement
- It is about making information accessible...not dumbing it down or only helping a disabled person.
- Just start, use +1 thinking, assess on content not format
- Let them Do It Their Way
- Make online homework due at 3 AM since most students studying 1-3 AM
- Offer choices to students in addition to a variety of representations
- Owning role of those attending as secret evangelists for promoting UDL. Connecting with best practice teaching and retention/disconnecting with disability as a primary motivator for UDL. Creating a team and plan for embracing UDL as practice is necessary.
- Plus 1 Concept
- Progress Not Perfection
- Progress not perfection, finding +1, some presentation skills
- Provide different modes and choices for your learners
- share responsibility for access; give choices; empowering
- start at the student learning "pinch points," think "plus one" and this is really just good educational practice.
- The idea of +1 makes the task of implementing UDL less daunting.
- UDL is not the same as accessibility