

Let's Explore Universal Design

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Workshop/Webinar Agenda

- What is Assistive Technology?
- What is Accessibility?
- What is Universal Design for Learning (UDL)?
- What are UDL's Three Principles?
- Reasons for implementing UDL
- What can Universal Design for Learning look like in Canvas?
- What is Blackboard Ally?
- How does Blackboard Ally assist students, instructors, and administrators?
- Questions & Answers

What is Assistive Technology?

- Any assistive technology or device made to facilitate and overcome any person's visible or invisible disability
- Curb cuts and platform ramps
- Wheelchair, prosthetics, crutches, cane, etc.
- Automatic and push-button doors
- Computer screen readers, adjustable text size, screen magnification, high-contrast themes, responsive page layouts, electronic braille readers, etc.



What is Accessibility?

- Accessibility:
 - the quality of being easily reached, entered, or used by people with a variety of abilities
- ADA Accommodations – Accommodation Letters Each Semester
 - Often addressed after document created
 - Requires more effort to “fix” existing documents
- Accessibility = Reactive

What is Universal Design?

- Universal Design:
 - framework based on research focusing on creating flexible environments and materials to accommodate individual differences and circumstances
- Universally Designed Documents
 - Preemptively meets people's use needs regardless of ability
 - Material usable when first encountered, no need for additional accommodation requests
 - Universal Design = Proactive



Reasons for implementing UDL

- Individual Benefits
 - All people's use needs, both inside and outside SUS are facilitated regardless of disability and disclosure
- Legal Requirements
 - Meets minimum federal & state regulations
 - Section 504 & 508 of Rehabilitation Act of 1973 & Amendments
 - Adoption of [Web Content Accessibility Guidelines \(WCAG\) 2.x standards](#)
 - Americans with Disabilities Act of 1990 & Amendments
 - State University System's policies and rules

UDL Principles: *Engagement* Part 1

- Universal Design for Learning has Three Primary Principles:
 - *Provide multiple means of Engagement*
 - Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. **There is no one means of engagement that will be optimal for all learners in all contexts;** providing multiple options for engagement is essential.

UDL Principles: *Engagement* Part 2

- Universal Design for Learning has Three Primary Principles:
 - *Provide multiple means of Engagement*
 - Recruiting Interest
 - Optimize individual choice and autonomy
 - Optimize relevance, value, and authenticity
 - Sustaining Effort & Persistence
 - Heighten salience of goals and objectives
 - Foster collaboration and community
 - Self Regulation
 - Promote expectations and beliefs that optimize motivation
 - Develop self-assessment and reflection

UDL Principles: *Representation* Part 1

- Universal Design for Learning has Three Primary Principles:
 - *Provide multiple means of Representation*
 - Learners differ in the ways that they perceive and comprehend information that is presented to them. There is not one means of representation that will be optimal for all learners; providing options for representation is essential.



UDL Principles: *Representation* Part 2

- Universal Design for Learning has Three Primary Principles:
 - *Provide multiple means of Representation*
 - Perception
 - Offer ways of customizing the display of information
 - Offer alternatives for auditory & visual information
 - Language & Symbols
 - Illustrate through multiple media
 - Clarify vocabulary, symbols, syntax, and structure
 - Comprehension
 - Activate or supply background knowledge
 - Highlight patterns, critical features, big ideas, and relationships

UDL Principles: *Action & Expression* Part 1

- Universal Design for Learning has Three Primary Principles:
 - *Provide multiple means of Action & Expression*
 - Learners differ in the ways that they can navigate a learning environment and express what they know. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.



UDL Principles: *Action & Expression* Part 2

- Universal Design for Learning has Three Primary Principles:
 - *Provide multiple means of Action & Expression*
 - Physical Action
 - Vary the methods for response and navigation
 - Optimize access to tools and assistive technologies
 - Expression & Communication
 - Use multiple media for communication
 - Build fluencies with graduated levels of support for practice and performance
 - Executive Functions
 - Facilitate managing information and resources
 - Guide appropriate goal-setting

What does Universal Design look like? Part 1

Provide multiple means of Engagement

WEEK 1

ABOUT RELIGION - OVERVIEW

ACTIVITIES & ASSIGNMENTS

The following are the activities and assignments for Week 1.

1. Introduce yourself in the [First Day Attendance discussion board](#). This must be completed by the third day of class by 5PM.
2. Review the learning objectives for Week 1 below.
3. Read chapter 1, *About Religion*, in the textbook.
4. Read the three essays about the different definitions of religion offered by Sigmund Freud, Emile Durkheim, and Rudolf Otto. These essays are provided on the [Week 1: Primary Texts](#) page.
5. Watch the [three lecture videos by Dr. Joseph Hellweg](#).
6. Complete the [Defining Religion Discussion](#).
7. Take the [Week 1 quiz](#). You may take it as many times as you wish.
8. Complete the [Week 1: Reflection Essay](#).

LEARNING OBJECTIVES

At the completion of this week, students will be able to:

1. Improve your critical thinking skills by examining various definitions of religion and understanding the difficulty of formulating a definition that encompasses the vast diversity among world religions.
2. Evaluate critically seminal thinkers whose writings have helped people understand religion, including Freud, Otto, and Durkheim.

READINGS

REQUIRED:

- Chapter 1, *About Religion* in textbook, *A Concise Introduction to World Religions*, 4th edition
- Excerpt from Rudolf Otto's *The Idea of the Holy* (1917), found in [Week 1 Primary Texts](#)
- Excerpt from Sigmund Freud's book, *The Future of an Illusion* (1927), found in [Week 1 Primary Texts](#)
- Excerpt from Emile Durkheim's *The Elementary Forms of Religious Life* (1912), found in [Week 1 Primary Texts](#)

OPTIONAL:

- None

WEEK 1

REFLECTION ESSAY

Choose one of the following to write:

1. After posting your definition of religion in this unit's discussion board, reflect upon and describe your thinking process in creating a definition of religion. Did you have any difficulties? If so, why? describe what factors you considered, why you rejected, and overall how you approached the assignment. This essay should be more detailed and thoughtful than the "why" of the discussion post. More specifically, this essay should be a reflection on your thought processes, not the definition itself. Did you have strong inclination to focus on one thing versus another? How did the process of making the definition make you feel? How did you approach thinking about the definition?
2. After watching George Fitchett discuss the future of religion and reviewing the essays on The Pew-Templeton Global Religious Futures project website, reflect upon what these sources indicate about the future of religion, and more importantly, what were your thoughts when watching/reading these sources? What were your impressions? How did you feel? What did you think? This essay is more about the mental and emotional processes of your response to the material than the material itself.

Essay Goal:

Often university coursework focuses on content related to the course. But courses do not focus on the process of thinking itself. As a result, students do not always pay attention to how they think and feel about the content. This is unfortunate because preexisting thoughts and feelings, as well as prior experiences, all influence how we approach and learn course content. The study of religion attempts to foster a specific way of thinking and learning about religion. But before such a way can be engaged, we must first become aware of our how we currently think and feel about the topic of religion. These essays are an attempt to shift the focus from course content to your thoughts and feelings about course content. In other words, this is not about your opinion regarding the course content, but a reflection on how and why you came to the opinion you have. This may be new to you and may be a little confusing and/or uncomfortable. This is normal. Just do the best you can and simply be honest with yourself and in your writing.

Technical Details:

- You must submit your essay by the due date listed in Canvas.
- You must put your full name at the top of the essay.
- The essay must be at least 250 words.
- You must submit your essay as a file in either MS Word or PDF files. No other file formats will be accepted.
- You do not have to follow any essay formatting structure. But you should include citations/footnotes if you use any sources.
- You should include a bibliography/sources listing if you do not use footnotes listing the source.
- Your source citations (in footnotes or a bibliography) should include all the usual information and not just be a link to a webpage or source. Do not expect the instructor to click any link to see what your source is. There should be enough information in your citation listing for the instructor to fully understand what you are referencing without clicking.
- Late essays will not be accepted without prior approval from the instructor.



What does Universal Design look like? Part 2

Provide multiple means of

Representation

WEEK 1

LECTURE VIDEOS

This week's lectures are presented by [Dr. Joseph Hellweg](#) et al., a cultural anthropologist with interests in religion, Islam, politics, performance, and health in West Africa.

THINKING CRITICALLY ABOUT THE CATEGORY OF RELIGION



Transcripts for this lecture is available in the following formats:

- [Week 1 Lecture 1 Transcript Canvas Page \(HTML\)](#)
- [Week 1 Lecture 1 Transcript Adobe Acrobat \(PDF\)](#)
- [Week 1 Lecture 1 Transcript Microsoft Word \(DOCX\)](#)



So one of the questions that comes up in religious studies is the role that participants play in religion. I mean you can see how the definitions we've talked about so far are about how you as a person, this tiny speck of dust in a larger cosmos, fit into that cosmos or how religion allows you to fit into this larger social universe of which you're a part with Durkheim's approach to religion but in these theories the role of the participant, the importance of the participant kind of gets lost. So since the middle of the 20th of century theorists of religion, scholars of religion have been trying to get at how to grasp the perspective of an individual practitioner so that perspective doesn't get lost in this larger attempt to see religion as this vast system of social organization or cosmic meaning. And so the attempts on the part of religious scholars has been to try and lessen the distance that

Transcripts for this lecture is available in the following formats:

- [Week 1 Lecture 3 Transcript Canvas Page \(HTML\)](#)
- [Week 1 Lecture 3 Transcript Adobe Acrobat \(PDF\)](#)
- [Week 1 Lecture 3 Transcript Microsoft Word \(DOCX\)](#)

PRESENTATION FILES

Presentation Slides Used in the Lectures:

- [Week 1 Lectures Presentation Slides \(PPTX\)](#)
- [Week 1 Lectures Presentation Slides \(PDF\)](#)
- [Week 1 Lectures Presentation Slides Outline \(DOCX\)](#)



What does Universal Design look like? Part 3

Provide multiple means of Action & Expression

WEEK 1

DISCUSSION: DEFINING RELIGION

Discussion Prompt:	<p>As many of this unit's readings and videos have demonstrated, creating a single definition of religion is not easy. In fact, some argue that there can never be a single definition that includes all of what is considered religion. Yet, despite these challenges, it is useful to attempt creating a definition of religion. The reason is because doing so allows you to stop and think about all the possible factors that you have and have not considered previously, giving you the opportunity to reevaluate what religion is. This assignment is an opportunity to revise your personal definition. But in creating your definition, do not give a simple, poorly thought out answer such as "the belief in god or the supernatural," because such a definition has already been shown to be inadequate. Instead think about all the possible definitions that have been discussed and craft your own based on all the things covered. It is okay if your definition is like some of those covered in this unit. What is important is that with your definition also includes why you chose your definition, that is why your definition highlights some things and not others. While there is no wrong answer, your answer should demonstrate what parts of religion you think are most significant and your line of thinking in response to the material for this unit. Once you have posted your definition, read/watch/listen to the definitions made by your classmates and reply to at least one definition, giving constructive feedback about their definition, noting both the pros and cons of their definition, and any other thoughts or suggestions.</p>
Discussion Goal:	<p>The goal of this discussion is to open an opportunity to think about religion in ways like scholars of religion. Being able to approach the topic of religion as an object of study, examining its cultural, historical, economic, and political aspects without needing to engage in questions of doctrinal truth will be an important skill for you to develop to be successful in this course. This assignment is the first of this course to give you the opportunity to develop and practice this skill.</p>
Technical Details:	<ul style="list-style-type: none">You may make your initial post and/or your comment in writing or by using a video. To post by video, follow the instruction on how to Post a Video as a Discussion Reply.You must make your initial post before you will be able to see the posts of others.You must post your initial post by midnight (11:59 pm mountain time) the Friday before the discussion is listed as due in Canvas. There will be a reminder assignment linking to this discussion noting the initial post is due. If you do not make the initial post by midnight Friday, you will lose half of the maximum initial post discussion grade (10 pts) regardless of what you earn on the initial discussion post.You must make your comment to the discussion by the discussion due date as indicated in Canvas. No discussion posts or comments will be accepted after the discussion due date without prior permission of the instructor.Any post that is incomplete and accidentally submitted or any attempt to bypass the security of the post first requirement will receive a zero. If bypass posting occurs more than once, an academic honor violation report may be given to the university.If you quote from any source, be sure to cite it with an in-text citation and a listing/linking to sources at the end of the post and/or comment.

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Buddhism does have "heavens" and "hells", but they are the various levels or realms in which a soul can occur, whereas Christianity focuses a person one life only, after which a determination is made wherein the person is "assigned" to heaven or hell. (Though various Christian doctrines differ on how this occurs.)

As for resurrection, this is a purely Christian theology, based on Jesus Christ's corporal resurrection from the dead. The Buddhists believe that karma affects one's rebirth into advantageous or disadvantageous subsequent lives.

Interestingly, Jesus is considered a Buddha in some Buddhist movements, a Prophet in Islam and Judaism, and, of course, part of God's Trinity in Christianity.

Back

Apr 17, 2020

0:00 / 2:57 1x

Back

Apr 17, 2020

H...

Thanks for the brief break-down of Calvinism and Lutheranism. Grievances of some sort seem to be a common theme across the majority of the reformations. The I think you zeroed in on a key point with people's influence on each other and how intended reformations have unintended consequences like new sects. I appreciate how you point out how motivation of historical figures is often coming from a place of devotion and desire to commune with a deity.

Have a great weekend!



What is Blackboard Ally?

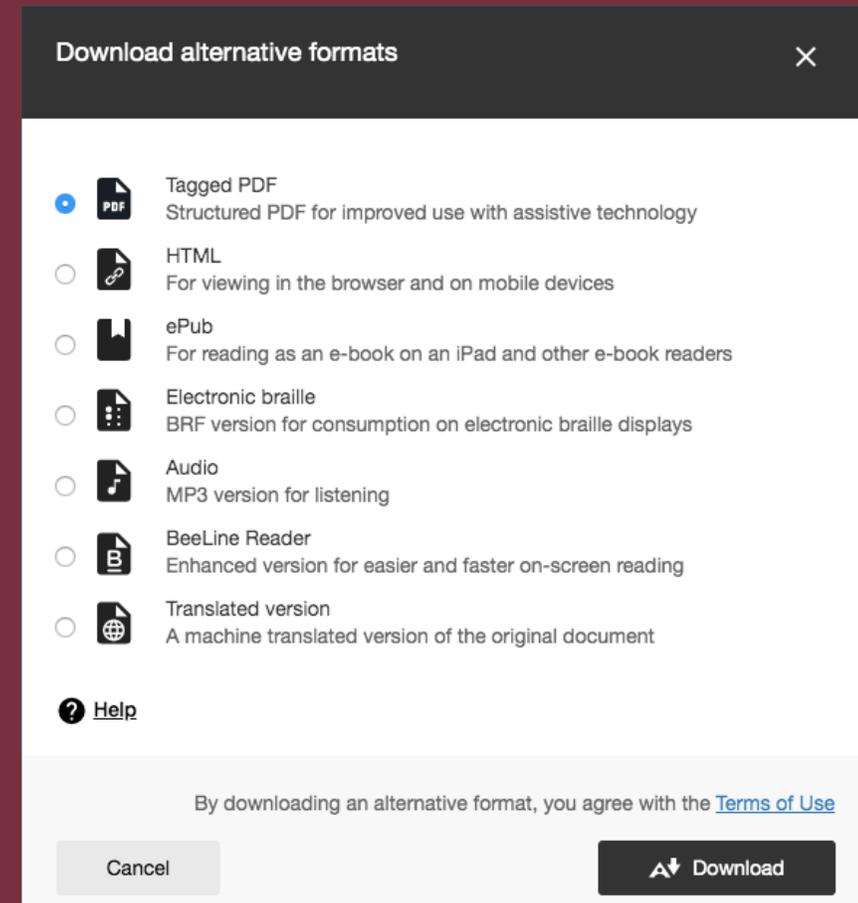
- Blackboard Ally is a software product that integrates into Canvas and focuses on making course content more accessible in three ways:

1. **For students**, Ally offers automated conversion of less accessible content in more accessible formats
2. **For instructors**, Ally gives indicates content accessibility and gives reports and instructions indicating what needs addressing and how
3. **For university administration**, Ally gives detailed reports for tacking past, current, and forecasting future content accessibility



Blackboard Ally for Students

- Students can download course content in alternative formats
- Available formats determined by original format and Canvas configuration
 - Example: [BeeLine Reader](#) and Translated versions not necessarily activated



The screenshot shows a dialog box titled "Download alternative formats" with a close button (X) in the top right corner. The dialog lists several alternative formats, each with a radio button and a description:

- Tagged PDF**
Structured PDF for improved use with assistive technology
- HTML**
For viewing in the browser and on mobile devices
- ePub**
For reading as an e-book on an iPad and other e-book readers
- Electronic braille**
BRF version for consumption on electronic braille displays
- Audio**
MP3 version for listening
- BeeLine Reader**
Enhanced version for easier and faster on-screen reading
- Translated version**
A machine translated version of the original document

At the bottom of the list is a **Help** link with a question mark icon. Below the list is a disclaimer: "By downloading an alternative format, you agree with the [Terms of Use](#)". At the bottom of the dialog are two buttons: "Cancel" and "Download" (with a download icon).



Blackboard Ally for Instructors, Part 1

- All uploaded course content, images, and embedded YouTube videos are checked and gauge icons indicate score of content accessibility



- Scores range from Low to Perfect. The higher the score the fewer the issues.
 - Low (0-33%): Needs help! There are severe accessibility issues.
 - Medium (34-66%): A little better. The file is somewhat accessible and needs improvement.
 - High (67-99%): Almost there. The file is accessible but more improvements are possible.
 - Perfect (100%): Perfect! Ally didn't identify any accessibility issues but further improvements may still be possible.
- When clicked, Ally opens up the Feedback Panel

Blackboard Ally for Instructors, Part 2

- Ally provides you detailed feedback and support to help you become an accessibility pro. Learn about accessibility issues, why they matter, and how to fix them

The Russian chemist Dmitri Mendeleev published the first widely used periodic table in 1869. He used his table to illustrate periodic trends in the properties of the then-known elements. Mendeleev also predicted some properties of then-unknown elements that would be expected to fill gaps in this table. Most of his predictions were proved correct when the elements in question were discovered.

List of Chemical Elements

Z	Symbol	Element	Origin of Name	Group	Period
1	H	Hydrogen	composed of the Greek elements hydro- and -gen meaning 'water-forming'	1	1
2	He	Helium	the Greek helios, 'sun'	18	1
3	Li	Lithium	the Greek lithos, 'stone'	1	2
4	Be	Beryllium	beryl, a mineral	2	2
5	B	Boron	borax, a mineral	13	2

A Periodic Table

Accessibility score for: The Periodic Table(10).docx
27%
All issues 1

This document contains images that are missing a description

What this means

How to add descriptions

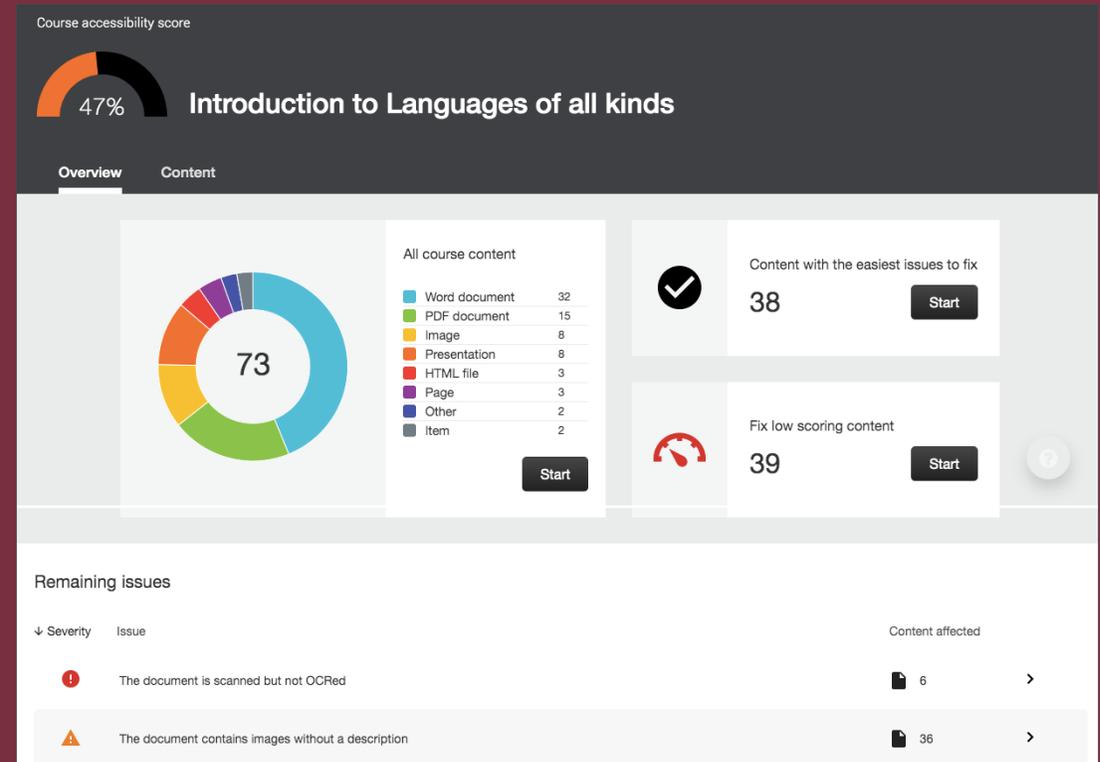
Upload a version with image descriptions

Drop file to upload or
Browse



Blackboard Ally for Instructors, Part 3

- Ally also offers a course accessibility report which provides an accessibility summary and overview at the course level
- The report is also interactive allowing instructors to focus on the content and issues that need greatest attention first



Questions?

Do you have questions?

- Contact Information:
 - Dr. John L. Crow
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 - (850) 645-0973

Additional Resources

- LinkedIn Learning Online Training:
 - [Creating Accessible Documents in Microsoft Office \(25m\)](#)
 - [Teaching Complex Topics \(creating lessons& assessments using UDL\) \(2h 38m\)](#)
 - [Creating Accessible PDFs \(4h 47m\)](#)
 - [Accessibility for Web Design \(2h 4m\)](#)
- FSU Canvas Support Articles:
 - [Accessibility & Usability Overview](#)
 - [Blackboard Ally Overview](#)

