

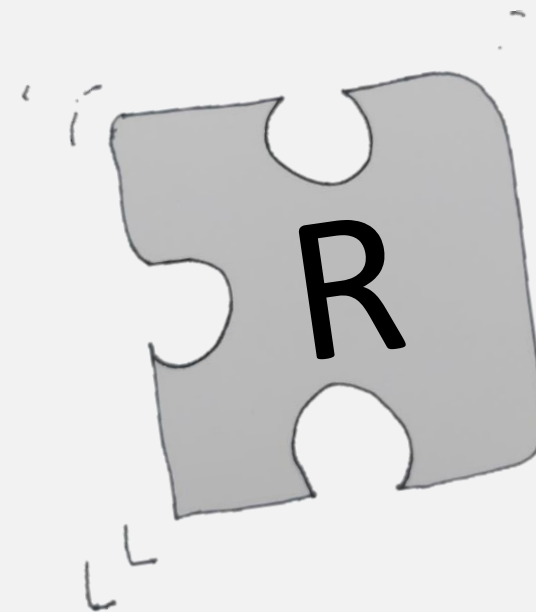
# UDL CONFERENCE 2021

**CLIMBING THE UDL LADDER:  
BUILDING A CULTURE OF INCLUSION  
IN HIGHER EDUCATION**



## **Pandemic Pedagogy!**

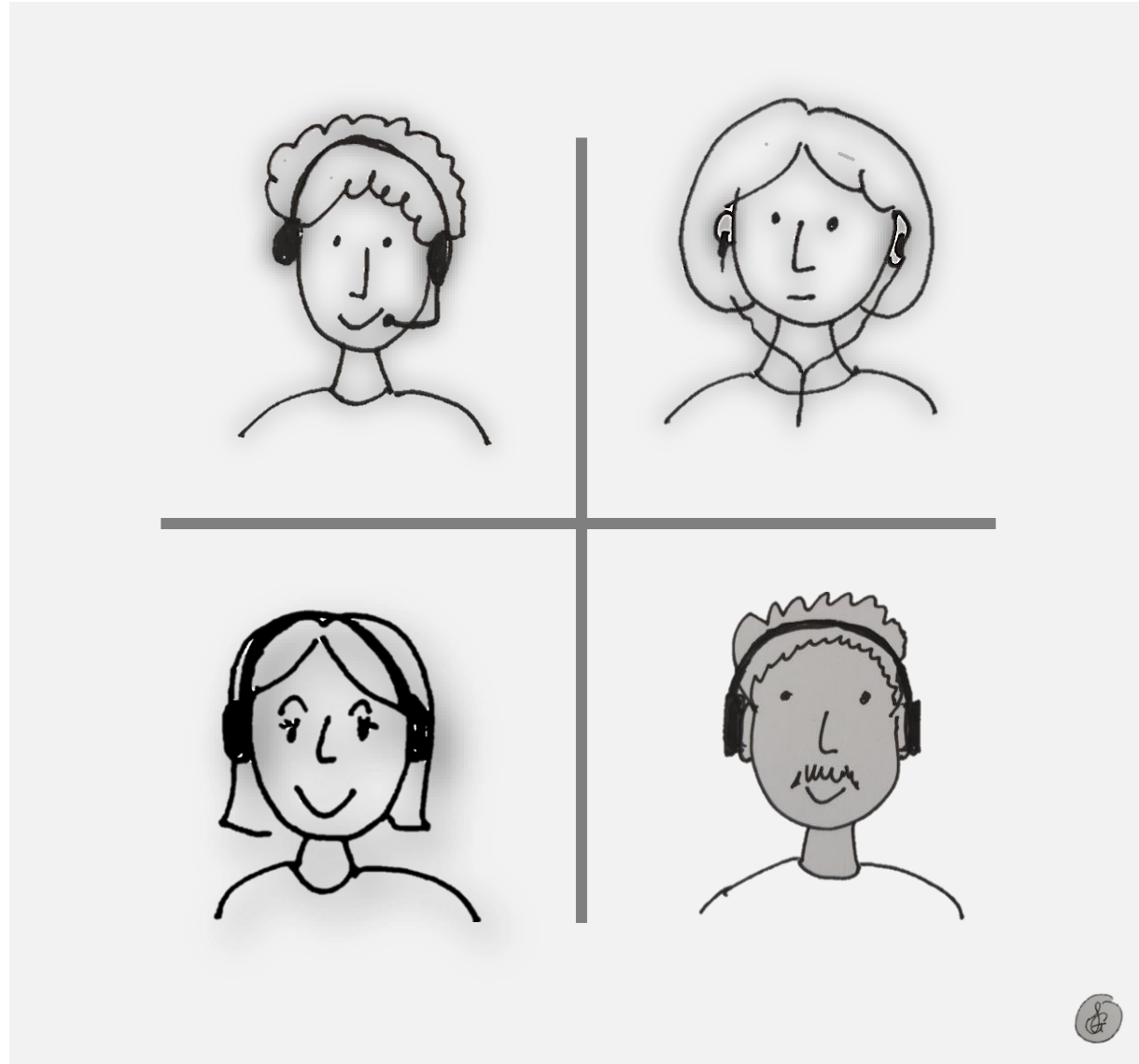
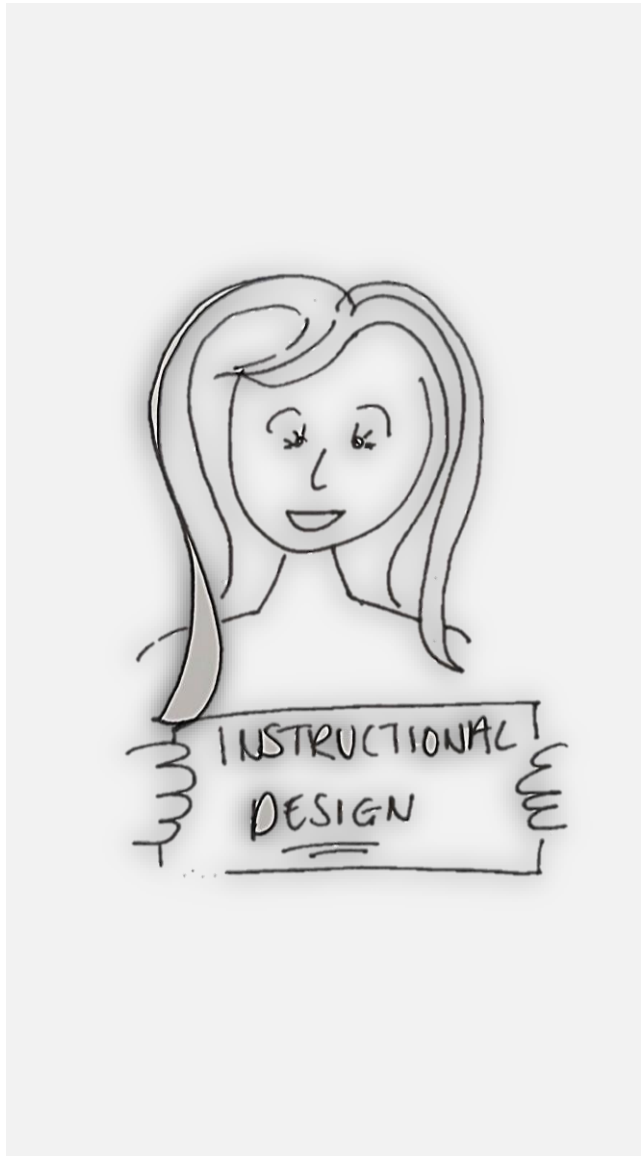
## **Designing and Reviewing Moodle pages**



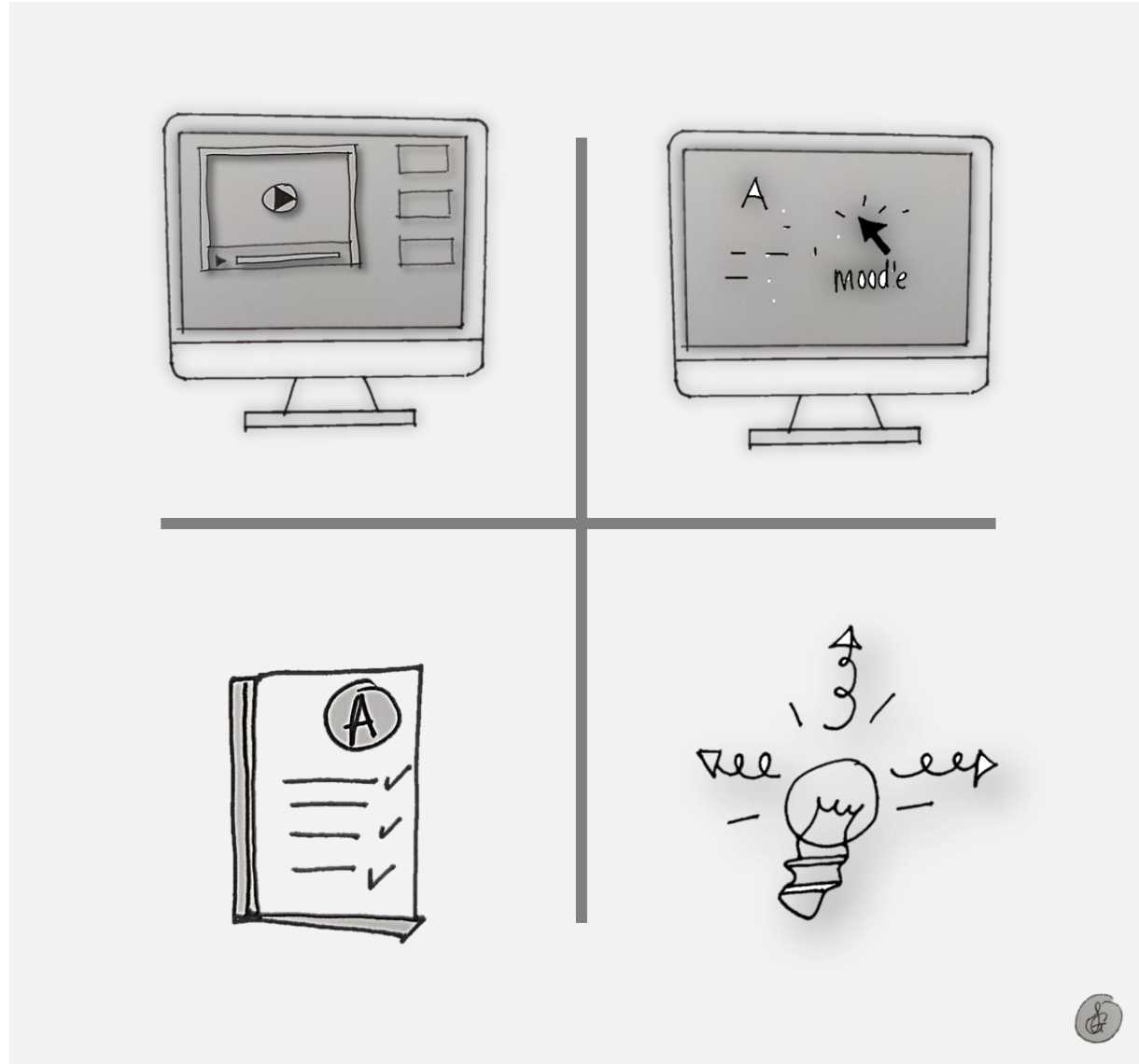
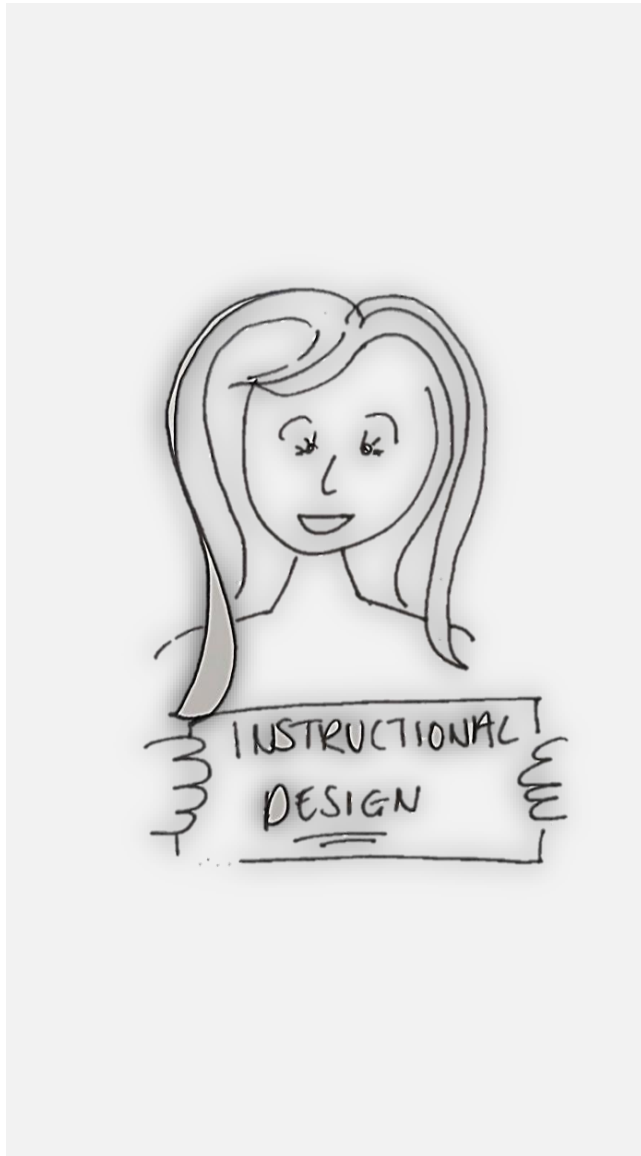
**Jennifer Gilligan**  
Instructional Designer at IT Sligo

# Introduction

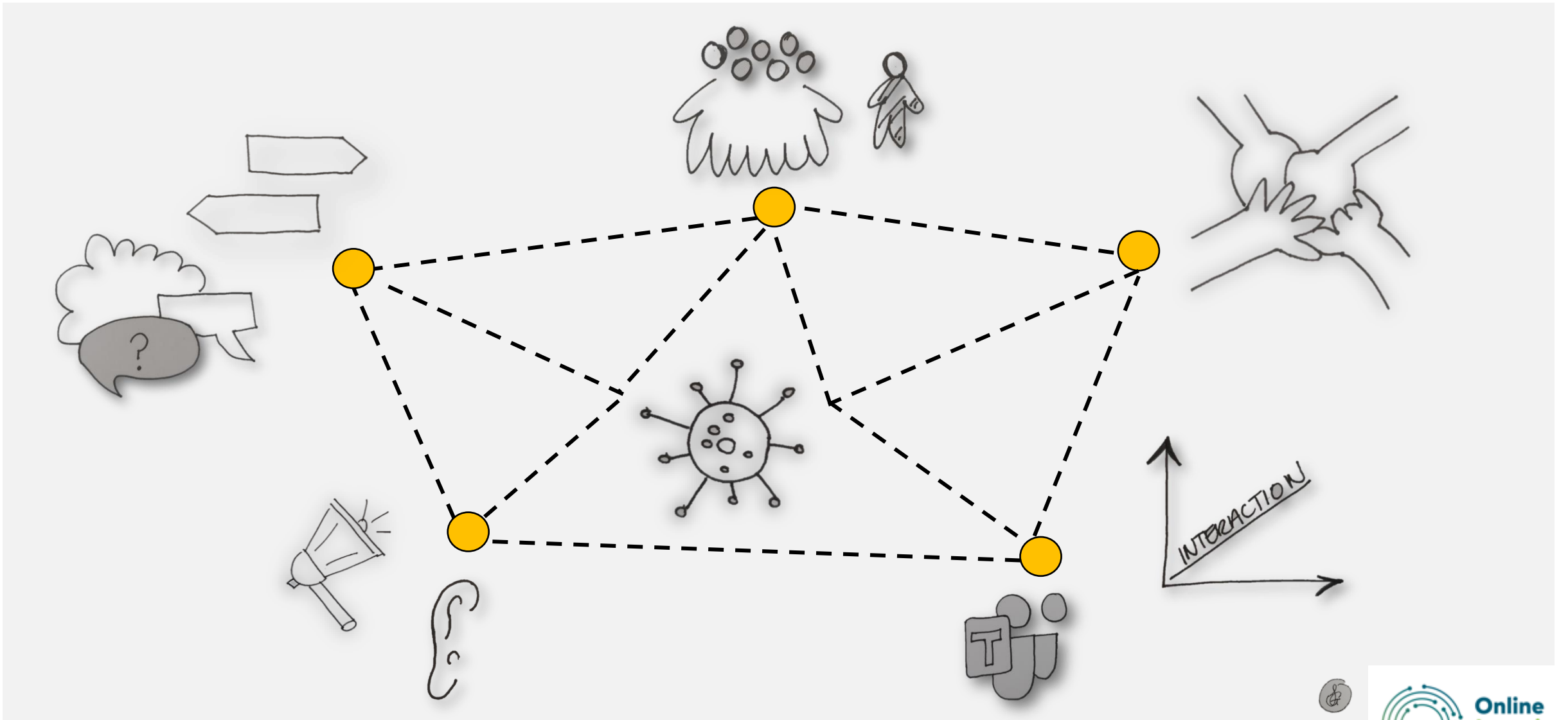
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# Introduction



# The Pandemic effect



# The Pandemic effect

We need Help!

Where do we start?

We want to review

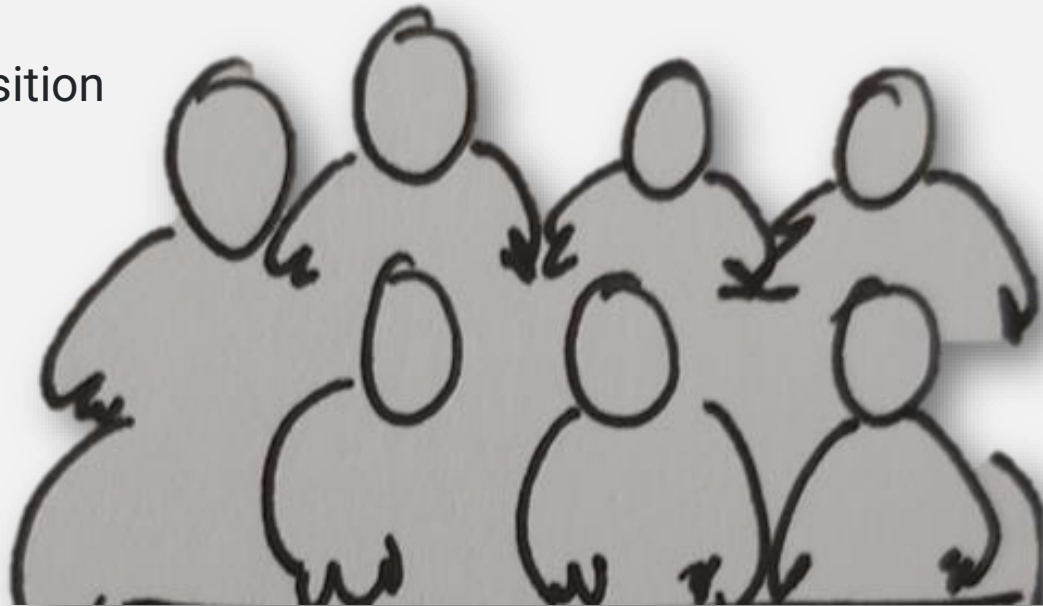
We want to improve our Moodle pages

ERT transition online

Intentionally planned online Learning



ENGAGEMENT



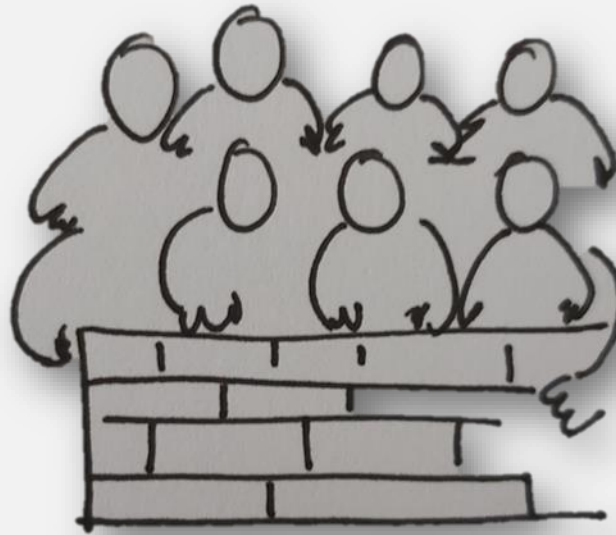
# Moodle page Design and Review

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1. Acquisition
2. Collaboration
3. Practice
4. Discussion
5. Investigation
6. Production



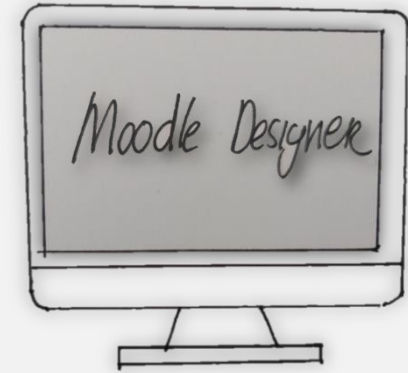
Framework



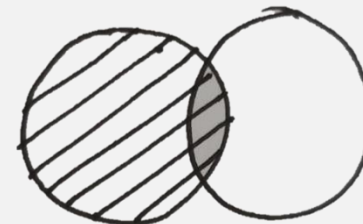
The ABC toolkit

Instructional Design Principals

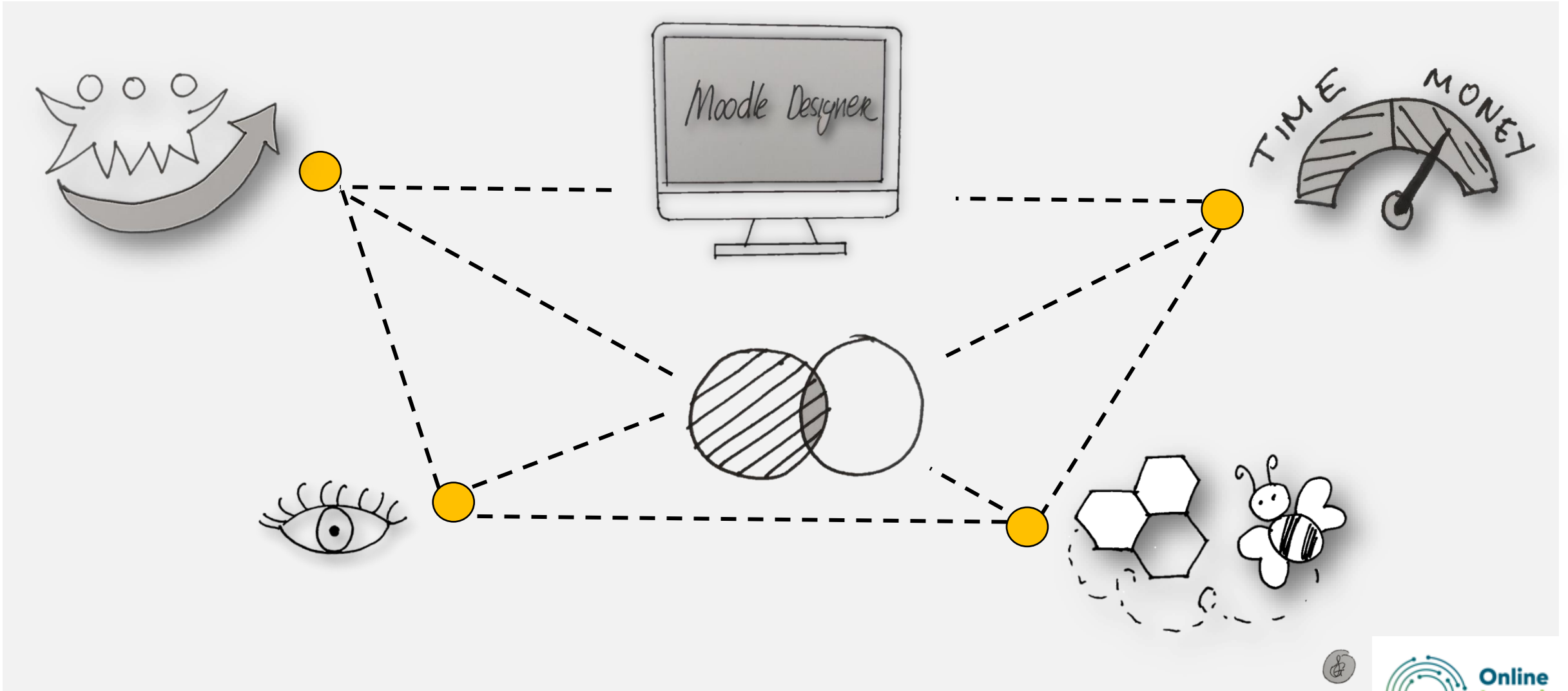
**UDL Principals**



**Application  
and use of  
Technology**



# Teaching and Learning and UDL overlap

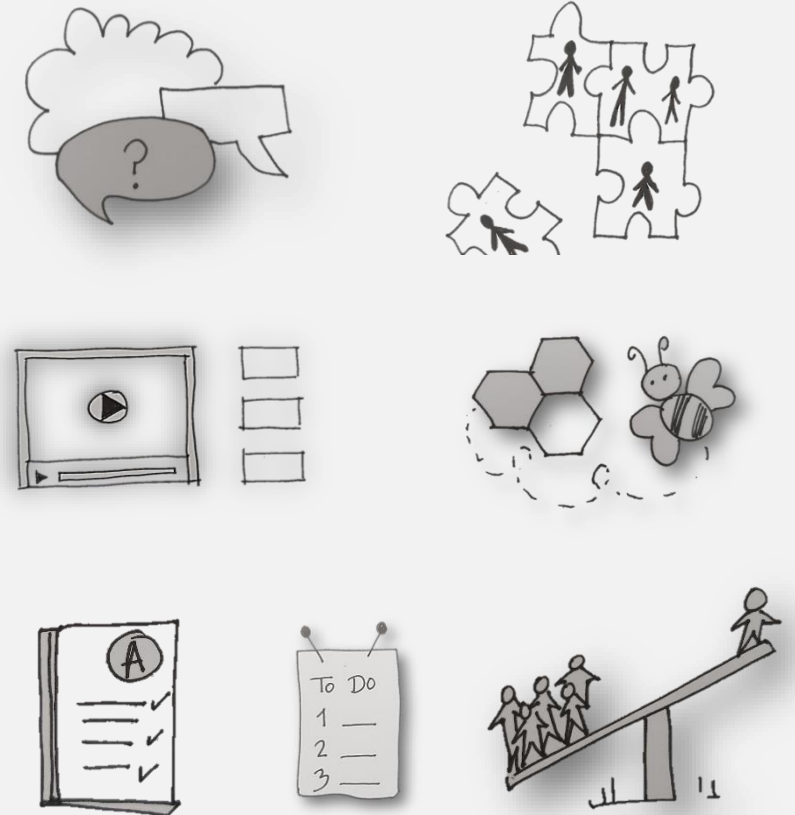


# The overlap in detail

## Non-UDL vs. UDL Design

Principle	Non-UDL Example	UDL Example
Multiple Means of Engagement	Students engage in <b>rote learning</b> of information that has been provided to prove memory mastery during quizzes and exams.	<b>Students write or record a self-reflection</b> of a course concept so that they can personally apply, evaluate, and synthesize their own learning by considering how the content relates to their own life experiences and context.
Multiple Means of Representation	Important course concepts are provided to students through <b>one primary mode</b> . For example, the majority of content is provided via the course textbook.	<b>Important course concepts are available to students through various sources/avenues. Images, audio, video and text.</b> and lecture with voice and closed-captioning are used to provide content information to students that they need to meet the course learning objectives.
Multiple Means of Action and Expression	<b>One large assignment is due at the end of the semester.</b>  The instructor provides feedback after the paper is turned in. Students did not receive feedback during the assignment construction process. The grade and assessment is a one-time snapshot judgment of students' work.	<b>Smaller sections of a paper or project are due throughout the semester and faculty provide feedback along the way, providing scaffolding for students as they complete a cumulative assignment due at the end of the semester.</b>  <b>The final assessment of the assignment reflects the student's application of feedback and development of knowledge, skills, and/or competencies.</b>

## What we are already doing! And should continue to do!

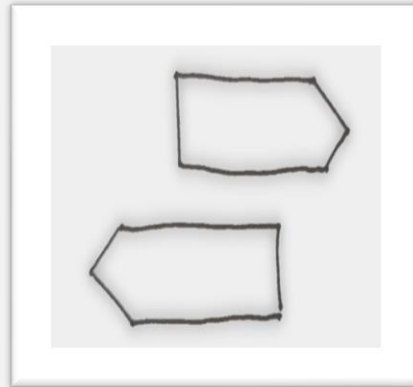




# Designing and Improving in detail



**Basic**



**Description**



**Question**



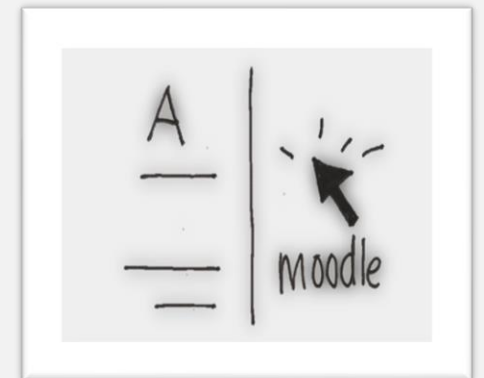
**Implementation**



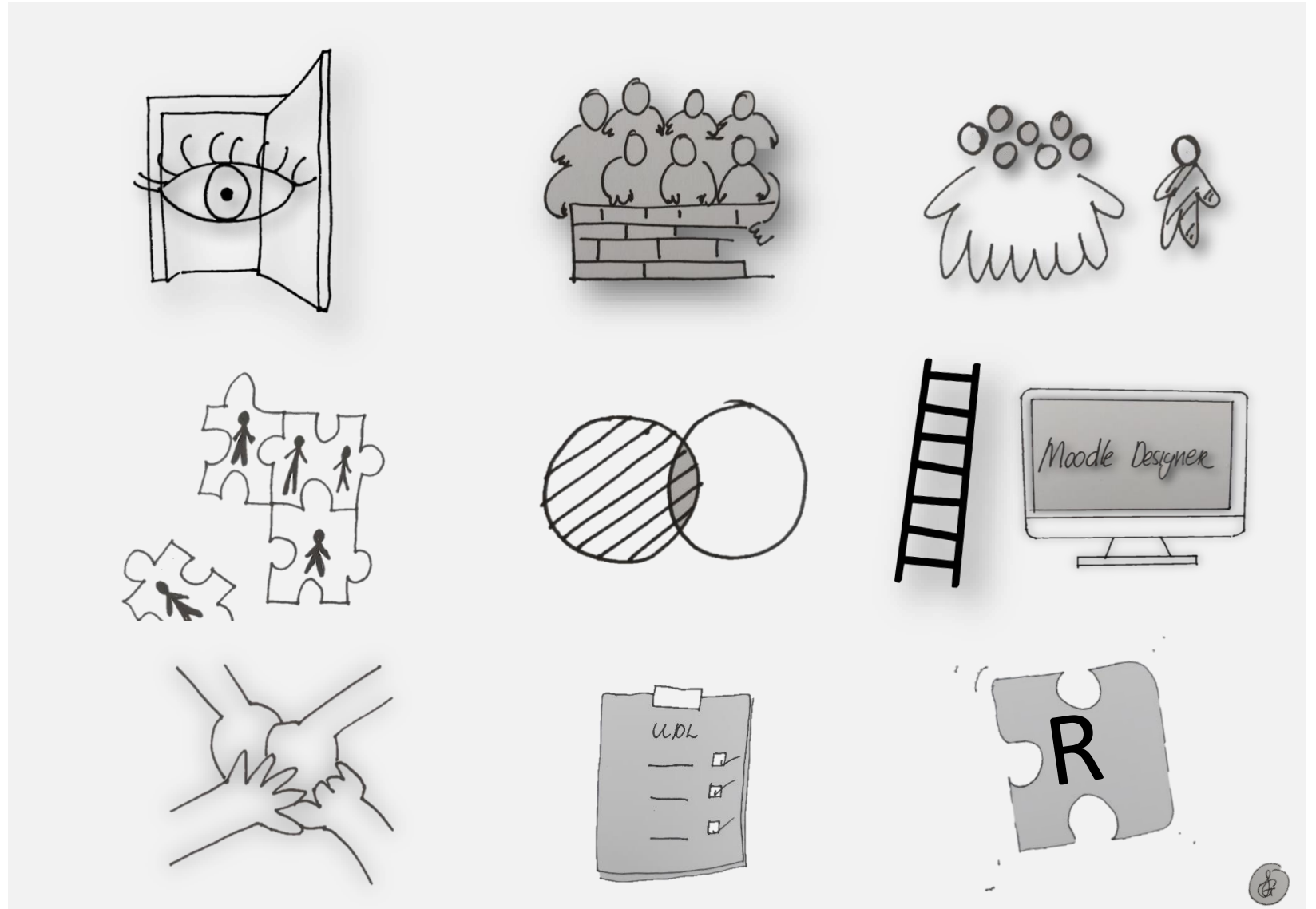
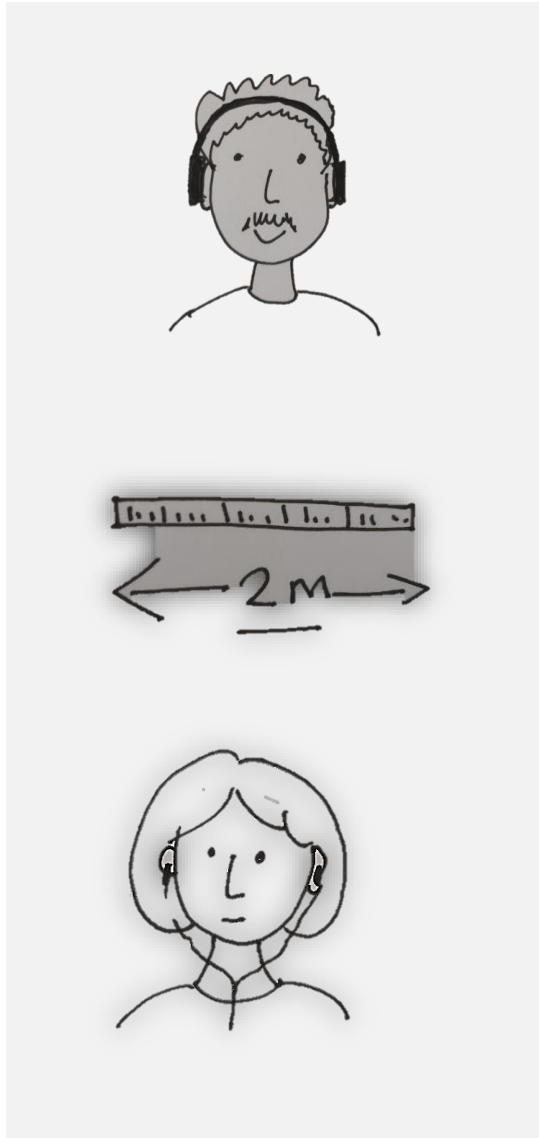
**Moodle Tools**



**Training**



# Retain and Build upon



# References

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