Saskatchewan Polytechnic Institute – UDL Speaker Series
Tobin, "How to Talk to Your Colleagues about Universal Design for Learning"
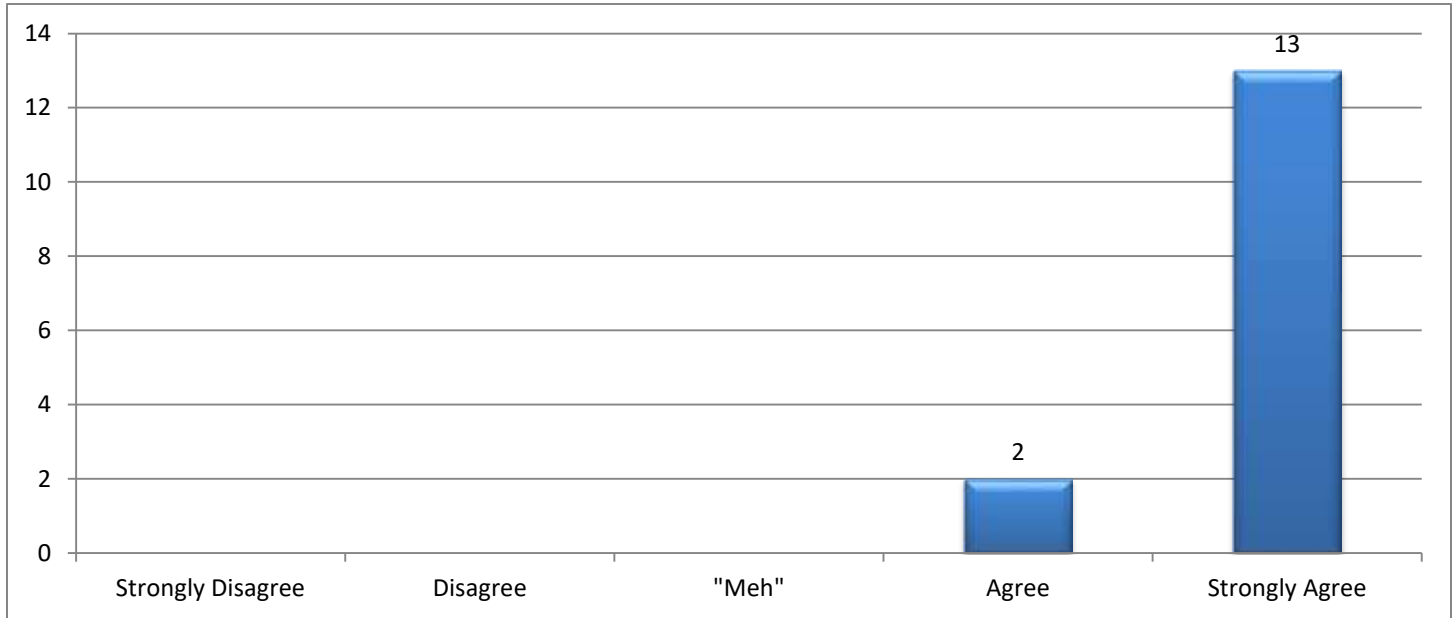**June 1, 2023**

Participant Rating Results

Attendance: 37   **Respondents:** 15

Please indicate your level of agreement with the following statements.

1. Over all, this session provided good value to me.

2. What ideas and activities were most meaningful/useful to you?

- A takeaway was when he presented the PowerPoint with an image and explained its purpose. I want to try this out. I loved the 2-minute music providing learners like me time to reflect. I would typically not respond or exit Zoom if put on the spot. I enjoyed the chat involvement, especially the accommodation and using an image. He made me think about when it was easier to answer the 2nd question of how colleagues would respond to a student handing an accommodation letter. I need to be better at turning on the captions too!
- All his prompts and activities were helpful. I like how he simulated the UDL strategy to the participants, and then, explained after how it worked as a UDL technique.
- Disability is in the environment. Also enjoyed the timed reflection sessions using music (with option to turn it off if person found it distracting). I can see where this could be used in my quest to slow down while teaching and provide time for processing.
- Good info re differentiating accommodation and UDL.
- Method to move away from the traditional behaviourist approach of lecture, drill/practice, memorize approach to teaching and learning.
- Reducing barriers to access learning, provide various access methods to learning, +1 try to add one thing at time, possible savings in time down the road.
- Simple suggestions of how to get started and if creating resources to start with UDL approach.
- Simple ways of being inclusive that aren't burdensome (describing pictures on the screen, turning on captioning).
- The disability is in the environment not the person.
- The larger concepts such as social disability, how UDL can help shape EDII infrastructure, maintaining scholarship of teaching and learning while being student centered.
- The notion of +1 and how it is easier to address topics of UDL as a time saver in the future.
- There were several ideas that were meaningful. I also liked how he modelled an inclusive presentation.
- To encourage colleagues to think of +1, give voice and give choice, doing for vs designing into, it's phase 1 not a pilot project, consider what gets funded and use that language.

3. What information in the session is helpful for your work?

- All of it.
- Everything, but [especially] my colleagues' responses to 5 minutes with the SP President. One person noted, "Provide faculty release time for program-level development of UDL & Accessibility." YES! Program Level & release! The three images (fire, mask, and another) put it into perspective. Students we serve all have a story—be kind and flexible!
- Framing UDL in a useful way to communicate to coworkers.
- How to present UDL to people so that they are supportive of working towards inclusivity.
- I would say the same as above.
- Learning effective ways to communicate UDL.
- My responsibilities & functions are peripheral to design and some info was useful for context and more.
- Plus one, 20 mins a day makes all the difference, UDL benefits all learners.
- Setting the stage for ways students can engage in a teaching and learning session. Adding options, describing image on slide or speaker appearance.
- The different and easy things that can be done to make life easier for students (captions, PDFs, describing an image).
- The entire lecture.
- The handout was helpful.
- The visual pyramid of how different options/arrangements suit groups of people, from most to individuals. This helped to demonstrate that some accommodation requests could be avoided simply by including UD. I liked the 'translation' of the investment of UD in dollars; this is a good tool to have when advocating and explaining the value in spending a bit more time on something. Numbers and dollars is a powerful tool that makes certain groups of people pay attention (like politicians!).

4. Would you recommend this session & Dr. Tobin's content to a colleague to view? Why or why not?

- Absolutely! He made UDL so understandable, and especially how to talk about it.
- I certainly would! I would also like to re-watch it myself.
- I would absolutely recommend the speaker!
- I would probably recommend Dr. Tobin's other session "How Do I Go Beyond the Basics of UDL?" that was available as a 20-Min Mentor session last month. I found it a bit more in-depth.
- I would recommend this session as a good learning experience for those unfamiliar with UDL.
- Yep! Super applicable to Accessibility Services. Would love to attend a longer session with him.
- Yes I would recommend this recorded session.
- Yes, as a learning and teaching institution, we need to continue learning how to teach and assess adult learners to improve our own knowledge, skills and abilities.
- Yes, but with reasonable time for discussion/comments.
- Yes, During the first 5 minutes, I used our OA Zoom Channel and told the team to join if they could. It was excellent. There are so many whys (see above notes), but ultimately, it was motivating and encouraging. You want to start incorporating new ideas at the moment!
- Yes, I would. It provided some good ideas on how to quickly and effectively communicate with others about UD. If others who are resistant to spending time setting up UD it might sway them into considering it more seriously while learning how to have conversations about it. Sneaky. :)
- Yes, it will be a valuable PD session for all Learning Services faculty as this is one of our departmental goals - to create student resources that are in UDL format.
- Yes. I am sure my colleagues will find it very informative and helpful.
- Yes. It was not a daunting list of you must-do's, but rather quite heartening to hear all the easy changes that can be done.