DARLENE: Welcome everybody. Firstly I'd like to start by acknowledging and paying respects to the Tasmanian Aboriginal community as the traditional, original and continuing custodians of the palawa people on the land upon which we are meeting today and I'd like to acknowledge the elders past, present and emerging. It's Darlene McLennan here and on behalf of ADCET I'd like to welcome you all. Today we are going to hear from Dagmar and Terri from University of Sydney. They are going to introduce the broad principles of Universal Design and Assessment, as covered in literature, and the importance of incorporating multiple means of representation, action, expression and engagement with assessments. A fantastic topic and I’m really looking forward to hearing it. For those who haven't joined us before we are using Zoom and if you want to access the closed captions you can you find those in either your toolbar at the top or bottom of your page on your screen. So hopefully you are able to access those. If you do have any technical difficulties throughout the webinar, you can contact us at admin at ADCET dot edu dot au, that’s admin at ADCET dot edu dot au. Dagmar and Terri are planning to talk to us for around 45 minutes or so and then we will have questions at the end. Throughout their presentation, please feel free to enter your questions in either the question pod or chat pod, once again you should be able to find that in either the bottom or top of your screen. And then I will ask those questions at the end of the presentation. So now I think we're going to start with Terri. So over to you, Terri, thank you very much.

TERRI MEARS: Thank you. Ok, so thank you very much for that introduction. So, as you said, I'm Terri Mears the Project Officer for the Disability Action Plan for the University of Sydney. Dagmar and I are going to take turns to present. If you see me waving like this, it's just to let Dagmar know to go on to the next slide, because we've just got the presentation on one computer. Thanks, Dagmar. At our university we're still in the implementation stage of embedding Universal Design into our learning, digital and physical environments. And there are a number of barriers and challenges to our progress such as we have a lot of heritage listed buildings, we have rapid change in technology, we also have some resistance to change. But that's amidst huge organisational changes that are actually occurring. Despite that, we feel that embedding UDL into our curriculum is the way forward to ensuring that the teaching and learning environment is accessible for all students at the university. So the awareness of UDL and engagement of academic staff varies across the university. In a university-wide survey that we conducted last year, there was support for the implementation of UDL but academic staff were really clear that it would not be possible without professional development, mentoring and resources, which definitely included the allocation of time within their workload. So during today's session we're going to provide you with information about our current context in relation to UDL, provide an overview of the UDL principles, describe how UDL can be implemented within assessment tasks, and what we've done so far in our university and what our next steps are. Then we will end the session with a short video that we released for International Day of People with Disabilities in 2018 to promote the practice of embedding UDL into the teaching and learning environment within our university. The current slide that's on the screen at the moment contains a table which compares our university's current practice when designing curriculum to how a curriculum would be developed using UDL principles. I'm going to use the example of assessment tasks now to compare the two approaches. Just to describe the table - on the left-hand side of the table, there is current practice in our university which is reactive. It evaluates the student, cause and effect, and retrofits instruction. So within our university our current practice is definitely reactive when it comes to designing assessments. The majority of assessment tasks are fixed across the university and only one assessment option is usually provided, and that's usually an essay or an exam. If students are assessed by disability services to determine if they require accommodations, and then if they do require an accommodation to an assessment, disability services includes that within an academic plan which is provided to teaching staff. Then is when the teaching staff will make the changes to the teaching and learning environment for the student and for the assessment tasks. If I just describe the right-hand side of the table - if you are designing curriculum using Universal Design for Learning you use a proactive approach that evaluates the environment, the curriculum and the culture and the cause and effect is intentional and you design your instruction prior to the arrival of the students. Just to expand on that, when you are designing curriculum using UDL teachers will proactively design the curriculum to include flexible and agile assessments and the onus is on assessing, as I just said, the environment, the curriculum and the culture rather than assessing the student, which is our current practice. The teaching staff will determine how students can demonstrate the learning outcomes for each unit of study and design assessments accordingly prior to knowing who is in their classroom rather than when they are given information about who is in their classroom. Just to set the scene for our university - we're undergoing some large-scale changes and we have been for two or three years now. There have been university-wide changes to faculty structures which have involved amalgamation between faculties, and this process will continue for at least another 12 months. So by that stage we will have had four years of change in faculty, and restructure. At the same time, the university introduced a new learning management system. Previously we used Blackboard and now we've transitioned to CANVAS. The change was transitioned in a phased approach. All units of studies have now transitioned to CANVAS and professional development and resources were provided to assist with the transition, but I will talk a bit later on in the presentation about this. So despite all of the professional development and resources that were used a number of units of study were not updated and were just directly moved from Blackboard to CANVAS without incorporating any new changes and any UDL within that curriculum. We're also undergoing significant curriculum reform, and major changes have occurred to undergraduate degree structures, which included defining nine graduate qualities such as communication, both verbal and written, cultural competence and information and digital literacy. These graduate qualities will be used as the basis for the creation of generic assessment rubrics which will enable student attainment of the graduate qualities at the undergraduate level to be measured across all faculties and university schools. We have also just about to have another new strategy, which will commence shortly, focusing on the student experience at the university. And this strategy will look at four key areas for students: learning, belonging, participating and keeping connected. So while all this change is occurring, disability services are trying to promote the implementation of UDL amongst all of this. And we're attempting to work alongside the teams that are driving the curriculum reform and the student experience strategy so that UDL is an integral part of the change rather than it being an add-on. So we are definitely trying to make it as integral part of the changes, because we don't want to just add another change. I'm just going to now get into Universal Design for Learning and just talk a bit about the definition of "universal design" and some of the research behind universal design. Universal design is a set of principles for curriculum development that gives all individuals equal opportunities to learn. It's a foundational belief that all students can learn in an environment that supports their learning needs. It provides a framework for proactively designing instruction that addresses the variability of learners while providing the means to reduce or eliminate barriers to learning. It's grounded in neuroscience research on how individuals learn. And it's a blueprint for creating instructional goals that select and design materials, methods and assessments that work for all learners, using flexible approaches that can be customised to meet the needs of individual learners. So even though our focus is on disability services, UDL is useful and can assist students from all backgrounds. International students is one example of students that can definitely benefit from UDL being implemented within the curriculum. So it's intended to increase access to learning by reducing physical, cognitive, intellectual and organisational barriers to learning, as well as other obstacles. The basic premise is that barriers to learning occur in the student's interaction with the curriculum, that it's not inherent solely in the capacities of the learner. So it's very similar to the physical environment, when barriers occur, when a person interacts with the built environment. So for example if a person with a visual impairment will face challenges and barriers accessing a lift if there is no Braille on the buttons and there’s no announcements regarding what floor the lift is arriving at. But if those things are in place, then a person with a visual impairment will generally not face the barriers. So if a Universal Design for Learning approach is utilised and there is flexibility built into the curriculum including assessment methods and schedules, then there will be a reduced need for reasonable adjustments for some students with disability. And if fewer students have reasonable adjustments for assessment tasks then this will reduce the workload for academic and administration staff within faculties. So Waterfield and West in 2006 theorised that universal design could accommodate individual differences between learners without the need for routine characterisation and negative labelling. And flexibility in assessment could also therefore remove the need for disclosure of disability for some students and protect their privacy. We've certainly found that students within our disability survey mentioned privacy as a concern consistently. They do feel that too many staff are aware of their disability, in order for them to gain access to reasonable adjustments. So, for those students, for some of those students, if universal design was implemented, they would not need to disclose their disability and they would feel their privacy was being protected.

DAGMAR KMINIAK: Thank you, Terri. I will now talk about the three principles of universal design as well as incorporating universal design within assessment. So the first principle of universal design are multiple means of engagement - it's really the why of learning. And it assists in developing purposeful and motivated learners. So we know that learners differ in the ways that they can be engaged or motivated to learn in the classroom. Some learners are highly engaged by change or novelty while others can be quite disengaged and even frightened by those aspects and they may prefer quite strict routine. So some learners might like to work alone while others might prefer to actually work with their peers. The key here with this principle is really to provide options in the way that students can interact with instructional material and also provide options for building the students' motivation and engagement with the content. This can be achieved for example by allowing students to actually participate in the design of classroom activities as well as classroom tasks where possible, by inviting students' evaluation and self-reflection to content and activities, if possible, and by varying the length of work sessions or sequence of activities. Some multiple means of representation is the "what" of learning. Learners differ in the ways that they perceive and comprehend what is presented to them. For example, students with sensory disabilities such as visual impairment, learning disabilities such as dyslexia, language or cultural differences and so forth will all require different approaches and different ways of approaching and interacting with content. Other students might grasp information a lot quicker through visual or auditory means whereas other students may prefer to receive information in printed text. Transfer and the learning of transfer does actually occur when multiple means of representations are used, and that is because it allows students to actually make connections within, as well as between, concepts. In short, there really isn't one means of representation that will be optimal for all learners and the key really is to provide different options for a presentation. This can be achieved by providing information in flexible and varied formats through using different layouts of visual material, using different font in printed materials as well as using different contrasts between text or image. Now, moving into the third principle of Universal Design for Learning - multiple means of action and expression, which is the "how" of learning. We know that learners differ in the ways that they navigate learning, that they navigate the learning environment, and express what they know. For example, individuals with movement impairments, those who may have difficulties with strategic and organisational abilities, for example, students with executive function disorders, and students with language barriers and so forth all approach learning tasks very differently. Some students may be able to express themselves well in written text but not speech. And vice versa. So it should really be recognized that action and expression does require a great deal of strategy, practice and organisation, and this is also another area in which learners can differ in terms of their strengths and weaknesses. Once again, there really isn't one means of action and expression that will be optimal for all learners, and it brings us back to once again providing different options of action and expression for students to engage with. So, this principle does specifically relate to assessment as it's about allowing students to really approach learning tasks and to demonstrate what they know in different ways. So, a key example here could be providing students with a variety of different assessment types to be able to demonstrate the required learning outcomes. Terri mentioned the standard essay and the standard exam that are worth 40, 60 per cent. It's really about moving away from that traditional form of assessment and looking at ways -- and looking at more creative ways. So now looking at Universal Design for Learning within assessment. In the Universal Design for Learning framework, assessment is described as a process of gathering information about a learner's performance using a variety of methods and materials in order to actually determine the learner's knowledge, skills and motivation. The goal of applying Universal Design for Learning to assessment is to design and develop assessment that allows participation and success for all students. We know that learning outcomes, you know, they can be evaluated by a variety of mechanisms and applying Universal Design for Learning principles to assessment, as I mentioned, does allow for participation for all students, and it accommodates learner differences. So to be truly useful with regards to assessment, it must evaluate the knowledge and the skills that are relevant to student' goals and it must do so accurately. As we know, this is often very difficult to achieve when the same test is administered to the entire classroom, for example. Although using the same assessment tools for learners might seem to be a fair and equal approach, it certainly is not and in reality this does not take into account individual learning differences and this approach actually yields inaccurate results for many students. We need to recognise that students interact with a curriculum in different ways, and allowing students to access their study and to also be assessed in flexible ways is really the latest in thinking and research. So incorporating Universal Design for Learning within assessment, you know, it uses the same assessment outcome targets for all students, however it provides benefits in workload and flexibility as well as it provides a learning management tool for students. It provides equivalence in learning via multiple means of demonstrating that learning and, as Terri mentioned earlier, it does also assist in reducing staff workload through minimising the needs for adjustments. With regards to tips for planning assessments using Universal Design for Learning, the question is, how can the Universal Design for Learning framework be used to actually design assessment? This can be done through incorporating regular feedback through formative assessment as well as involving learners in their learning process. When designing assessments it's important to ask a number of questions. For example, is it possible to include choice in how the assessment is represented? How can learners show what they know and how do the flexible options still support the intended learning outcomes that need to be measured? We need to ask these questions because assessments often have additional barriers or challenges for students that are not actually connected with the intended learning goal. The questions that also need to be asked when designing assessment are, you know, what are the targeted skills that this assessment is actually designed to measure and what may be preventing the learners from showing what they know in the actual assessment. Ideally what we would like to see at the University of Sydney is an assessment schedule, as I mentioned, which really moves away from the traditional exam and essay and that offers different assessment options for students. And by that I mean videos, newspaper articles, engaging in photo essays, web publications, you know, more creative ways. So, planning assessment using Universal Design for Learning, it supports learner variability through flexible assessments, it provides clarity around expectations around assessments and learning outcomes. It eliminates unnecessary barriers within assessment and also it can provide a sample or previous exams. I will now hand over to Terri.

TERRI: Hi. Okay. So we're just going to give you some examples of how we've started to implement Universal Design for Learning at our university. Our university is large and complex across a number of campuses and to date we haven’t really had so far a top-down approach about embedding UDL into the curriculum. So what we have been doing, we’ve been partnering with some faculties and with our educational innovation team, people in ICT to promote UDL and to start conversations about UDL and to start getting the conversation on to people's radars. In recent focus groups regarding our disability action plan staff commented there was definitely a lack of awareness amongst teaching staff about UDL and there was a need for large-scale intensive professional development. So, the first collaboration that we embarked upon was with our Faculty of Arts and Social Sciences. We've conducted workshops with the Faculty of Arts and Social Sciences and in collaboration with our educational innovation team and at these workshops we actually got current academic staff to showcase how they're currently utilising UDL in their assessment planning and content delivery, gave examples of how they utilise UDL and how it's worked in practice. And also with the challenges of you know implementing UDL within their own practice. And then we had some opportunities to brainstorm in groups how learning outcomes are able to be met utilising different forms of assessment and how this may fit within the current curriculum. Then we also had a workshop that just focused totally on implementing UDL within campus. Staff again provided examples of how they're incorporating UDL into their unit of studies within CANVAS. Another collaboration that we are working on is with the discipline of rehabilitation counselling. They're redesigning their entire curriculum and they want to embed UDL into the curriculum from the start of that redesigning process. But they also want to educate their students about universal design at the same time. The disability services team are going to speak to the cohort of students to talk to them about universal design, but also we're going to provide professional development to the staff and provide support to the teaching staff with the implementation. Rehabilitation is a small discipline within our university and we’ve also got disability services staff in the faculty that can support them. And then in this discipline, it will be used as a case study and we will use the learning’s from that implementation in the discipline to then use that to upscale and wide-scale implementation. Another way that we've been attempting to embed UDL within the university is through our disability services key stakeholder forum. Each faculty have staff that are assigned to be key contacts for disability services. So, people such as – we’ve got faculty disability liaison officers and we've got associate Deans for student life. These staff support students who are registered with disability services and provide guidance for faculty staff about the students and about disability in general. So, the forums that we hold are networking platforms for the staff and they're held once a semester. The recent forums we've been really focusing on providing information about embedding UDL into assessment and also within the digital environment and focusing on digital accessibility. In our disability inclusion week last year we actually opened up the forum to all staff and we had a brainstorming exercise focusing on how we could implement UDL at the university. So some of the feedback that we got through that session was obviously people want professional development, but also people wanted skills in designing equitable alternative assessments, because that is quite an area of concern for academics, that if they are providing alternative assessments to students with disability or any students who need some alternative assessment, how do they know that it's making sure that it's equitable to the other students within their course? People wanted more examples of best practice. They wanted training also on how to use the features of uni supported tech that can enable UDL. So staff know there is tech available but they're not sure sometimes how to use it in a practical sense within their teaching and learning environments. Also, they wanted to be -- UDL to be part of people's KPIs. Another thing that people thought would be useful would that there be small grants available so that people could plan and deliver assessment, changes within -- deliver -- plan and deliver changes to their assessment but also they wanted recommendations about assessment standards. So they wanted standards to be in place before they began to implement UDL and there is a huge program of change around assessment at the moment that will be delivering those changes to assessment and having some assessment standards. Again, people wanted to build assessments that don't discriminate but they thought that also assessments could have a choice of style. So, with a new rubric you get given a topic and then you can choose a style. Instead of -- I think people wanted to do it slowly, so instead of having a whole range they may give three or four options to students about how they can complete their assessment tasks. So, have a presentation or an essay or a video. Communities of practice were things that people strongly believed would assist in embedding UDL. But also we need to have change in our culture, we need policies and procedures to support embedding UDL in work. And all of the feedback we got from that session will be utilised when we implement our next app which Dagmar will talk a little bit about later. Another thing we did, we had a session with an external facilitator to focus and fine tune some small scale projects to promote or implement UDL. The video that we will show at the end of the presentation was developed as a result of this session as one option to educate staff about UDL. The video release was accompanied by an article on Universal Design for Learning as well. So as was said, our university's transition from Blackboard to CANVAS, and it was a great opportunity to try and embed UDL into the LMS. On the screen at the moment is a screenshot of a demo front page of a unit of study within campus which was used in professional development and mentoring when staff were building their CANVAS sites. So the screen is just a picture and then clear buttons where students can go. There's a clear button for a unit of study outline, there’s a clear button for all the learning material, any discussions, and a clear button for assessment information. Another one for teaching staff and contact details and a frequently asked questions. So it's very clear, it's a very clean and simple layout and this is the type of layout that the transition team were hoping people would use in their units of studies to make it easier for people to access. Other ways that UDL was embedded into CANVAS is that we collaborated with them to provide some professional development on how to build universally designed CANVAS sites. The templates -- there is also an A3 poster guideline on practical approaches to implementing universal design within CANVAS. If people would like a copy of that if they could let Jane know, and we can send that to Jane and she can put it on the website. Other things that we did as well - the university purchased ARC which enables videos to be captioned automatically and that system is 85 per cent correct and it's very easy to edit. So, it's something that academics once they are shown how to use, it's an easy tool for them to use. Okay. Another example of how we're attempting to incorporate UDL into the university is to provide resources on web and digital accessibility. On the screen at the moment is a screenshot of one of our intranet pages that has links to resources for staff. So the screen at the moment -- there's a screenshot of a video that we did for -- called ‘Ask us anything’, which was part of our disability inclusion week. On the left-hand side is information about our marketing and communications and then there is some information on web and digital accessibility. And then on the right-hand side there's information on our digital accessibility implementation plan. At our university we have a small team that focuses on assistive technology and digital accessibility and they have an assistive technology room in the main library with staff support. And our marketing team also has staff that focuses on digital accessibility. The university has a digital accessibility implementation plan which is supported by a committee that oversees the plan and supports staff to implement the plan within their area. Other things that we do have - we've got accessible templates for Word and PowerPoint’s, PDFs, tables. We also have guidelines on how to make documents accessible. The university has purchased software to check accessibility of websites. We have digital accessibility training which is provided to staff. So there is general accessibility training for people who just need some general knowledge. But then we actually have in-depth training for educational designers and web designers so they know how to make their products accessible. Within the forums that we talked about earlier, all the forums regularly, people are provided with information about digital accessibility. Dagmar now will talk about our next steps.

DAGMAR: Thank you, Terri. With regard to the next steps, I suppose the key step for us is to looking at incorporating Universal Design for Learning as a key outcome within our new disability action plan. We're actually in the process of developing the university's new disability action inclusion plan and that will be a five-year plan and within that we have prioritised incorporating Universal Design for Learning within the curriculum as a key objective. Now, we're still in the process of having the plan approved prior to hopefully launching it in the second half of the year. We took this particular objective to the university executive education committee. The feedback that we received was that it's a huge task. Obviously we are pushing forward. We have indicated that it is a priority. So, the feedback that we've received, the way the university executive education committee would like us to approach this, is to look at potentially piloting the implementation of UDL across one faculty or across two faculties. So looking at setting up a pilot initially, looking at setting up a working group, doing a number of tests and evaluating that pilot prior to actually rolling it out across the university. We've taken that on board, obviously as a place to start. And we have requested, in terms of the funding, what we've requested is staffing funds for two project officer positions and that would be a policy and a project manager. So, the way that we see these positions being instrumental in leading the pilot would be obviously to work with the key stakeholders within that faculty or faculties in terms of moving forward with that pilot. As Terri mentioned, we have over the last 24 months been quite proactive in involving internal key stakeholders in promoting Universal Design for Learning. We have held a number of workshops and information sessions. So, there are colleagues within the university who are really keen and motivated in terms of moving forward with this. So, you know, we certainly would know who to approach in starting a large pilot. If that gets approved and if that gets the go-ahead, that will be the next key step for the university and hopefully that pilot will be able to lead us to bigger and better things across the university. Now just -- we've got a video which, as Terri mentioned, we developed in 2018. And that video is really -- involves a number of academics speaking about how they actually incorporate Universal Design for Learning within their every day practice and why it is important. The video was developed to promote the practice of Universal Design for Learning within the curriculum and I will play that video now.

VIDEO: An introduction to Universal Design for Learning, presented by disability services. [pause]

Speaking now is Dr Jessica Kean, Academic Fellow, Gender and Cultural Studies.

JESSICA: Universal design for learning is about making sure you have in your teaching, in your classrooms, principles of inclusion that are in place from the get go so that you're designing from the be beginning of your classroom experiences, teaching and learning that everyone can access.

VIDEO: We are about to hear from Dr Nikki Wedgwood, Senior Lecturer, Faculty of Health Sciences.

NIKKI: UDL is important because it reduces barriers to learning by providing multiple ways for teachers to engage students. For students to acquire knowledge and for students to show that they've acquired that knowledge.

VIDEO: Here is Dr Michael Millington, Senior Lecturer, Discipline of Rehabilitation Counselling.

MICHAEL: Universal design in any framework is where we need to go as a society to deal with diversity.

VIDEO: This is Mr Marko Antic, Educational Designer in the Educational Innovation Team.

MARKO: Every learner, every academic, every person that participants actively in education may benefit from UDL.

VIDEO: On screen now is Professor Adam Bridgeman, Pro Vice-Chancellor, Educational Innovation.

ADAM: In my role as PVC for Education Innovation, we have a task to make sure that our academics are teaching students of all types. So Universal Design for Learning forms a cornerstone framework, with which we can develop our academics to make sure they are engaging with students in multiple ways.

SPEAKER: When I talk to academics and I hold trainings, I help academics to incorporate UDL within their teaching by explaining to them what are the tools they can use and how they can best use them to accommodate all of the students that they may or may not have in their classrooms.

SPEAKER: They can get a sense that talking about differences in learning styles is actually an open and ongoing conversation in the unit of study rather than something to be stigmatised.

SPEAKER: I've implemented UDL, for instance, in my unit on Disability, Sport and Social Inclusion, by providing multiple ways for students to become engaged with the topic.

SPEAKER: So, if you really want to be able to do it, you have to build it into design and you have to bring the voice of people with disabilities.

SPEAKER: I think that the most simple thing that everyone can do is just be aware that UDL is not complicated, it's there, and, think about it.

SPEAKER: And that's where it needs to start. I think that we could have collegial meetings or conversations where we're foregrounding issues of inclusivity and curriculum reform in our process of producing units of study.

SPEAKER: Hidden in this universal design is the fact that we're no longer teaching, we're no longer teaching as if we're teaching one person but we're embracing diversity because that's important for society.

[pause]

VIDEO: This video was created by Disability Services in conjunction with the FASS eLearning team.

[pause]

DARLENE: Okay, Dagmar, are you ready for the questions?

DAGMAR: Yes.

DARLENE: And Terri, yes? Excellent. So if people haven't seen already, you can add your questions to the chat or the question pod. So we had a couple of questions come through. The first one is - does the digital accessibility implementation plan include options to translate content to language other than English?

TERRI: Not that I know of at this point. As far as I know it's about making sure that people with disabilities can access the digital environment. But as to in our next disability action plan, we will be broadening that implementation plan. So that could be part of the next phase. Because we're going to get more students involved in that committee. Our over arching disability action plan committee does have students involved, but the digital committee doesn't have students. So that could be something that we could look at. But I don't know at this point.

DARLENE: Okay. Would you like to see common UDL principles used across all tertiary education settings as to see consistency with student outcomes across the learning spectrum?

DAGMAR: I think that's a good question. I'm not sure. I think certainly in terms of having the three UDL principles. You know, if we're looking at utilising UDL across the curriculum it's using the three UDL principles but how they're actually used is very different. As you've seen from our presentation and doing a little bit more research into the area, there's definitely scope for creativity. So I don't think that we need to say -- you know, it needs to be consistent, but I think if we stick within the three principles I think that's how we can achieve consistency.

DARLENE: Yep, that's great. Someone I think is asking the question I was going to ask. So, what was the feedback from the student perspective of UDL in the curriculum assessment tasks in the examples implemented?

TERRI: The students have provided feedback that they do want different options. So, when we went to the University Executive Education Committee, it was the students represented on that committee who said to me at the end, "We really want you to do this. We are really behind you doing this". So they do want different options. They want to be able to engage with the curriculum in different ways as well. And they certainly want to be able to demonstrate their learning outcomes using different tasks because they would like to be able to -- some students would prefer to present to a group, some students would prefer to video themselves and present that video to the group. So there is definitely students who want variety in assessment tasks to be able to demonstrate their learning.

DARLENE: Yep. So was there, I think at one point you spoke about that in the evaluation itself. Did students actually provide -- like, was there a general evaluation overall for one unit around -- I suppose I was looking for that key question of “would students have even known that UDL principles were put in place in a unit for example?”

TERRI: The evaluation that we carried out was about the Disability Action Plan. And that -- so there were questions about universal design in there. Students talk more about alternatives rather than using that terminology. Staff, some staff, do know what the terminology is, some staff don't. But students were more about that they wanted alternative options. One other thing we found is that students did feel that, and staff, felt that the teaching and learning environment at the university was flexible, and it was supportive but it wasn't very innovative. And that's what students and staff want. They want to be able to do things slightly differently and give different options.

DAGMAR: Yeah, and often from the work that we do and the work that disability officers do we see first-hand how often we need to adjust assessment schedules for students. You know, when it's made up of the very traditional rigid very large weighted assessments and exams. So, students aren't really referring to Universal Design for Learning as such but they’re definitely referring to a greater variety of assessments and different options. So they are able to demonstrate their strengths with less of a reliance for adjustments.

DARLENE: Excellent. So, someone’s asked, how would UDL work for computer marked assessment? Have you had any examples of that?

TERRI: Not so far. Being honest.

DARLENE: And another question was, how does UDL work for assessing large student cohorts?

TERRI: I think again it's about trying to -- I think what the staff were saying last year, we need to look at getting some assessment standards across the university because people do get worried about the different options within that big group, and being able to mark that, is obviously very difficult. So that's why we need to look at our assessment standards and work from there. But sometimes it is about how you actually demonstrate the knowledge. So, if you're marking an essay and the person's meeting all of the outcomes within a rubric but they -- someone else says I'm presenting a video and they're meeting all of the learning outcomes in a rubric you should be able to mark across those two types of assessments. But I'm not saying it's easy, it will take time. It certainly will take time, and practice.

DARLENE: All right. Have you had success in shifting the discussion from academic staff from needing more time in order to add UDL rather than it replacing and enhancing current practices or will that be a part of the DAP?

TERRI: Look, I think it depends on the staff. So for example in Faculties of Arts and Social Science they have got the School of Education and Social Work. So they teach their students about Universal Design for Learning so they're more likely to be on board with that. Other staff do find it difficult. But I think that's why we need a pilot, to show that. We need to show it within our own organisation.

DAGMAR: Yes, I think the reason for the pilot is to be able to demonstrate how it's actually effective, how it's assisting students. But also how it can be used to -- I think the fear is that there will be a significant increase in workload. So we need to be able to demonstrate how if we implement it from the very beginning stages how it doesn't necessarily increase workload.

DARLENE: Yep. A question also, what universal design services are provided for deaf and hard of hearing students? Has there been any pilot?

DAGMAR: I suppose we offer a number of reasonable adjustments to students with hearing impairments. And in terms of universal design principles, it's providing captions for any video content. Looking at, I suppose, live remote captioning.

TERRI: And also I'm reminded, one thing that we -- the use of microphones. Using microphones, whether it's in lectures, we try and encourage people. When we do our forums we use the microphones all the time.

DAGMAR: Getting people to repeat questions back.

TERRI: Like Dagmar said, the captioning. As I mentioned we have got ARC in CANVAS so 85 per cent of it is correct in there. We do have teams who can support -- we’ve got our assistive technology team who can support from the background as well. So they go into CANVAS and check videos and they do provide support too. So they are the main things that we do do. Can I just say I have noticed a lot of people are putting up resources. So another resource is the UDL-IRN Summit as well. As of this week, Novak Education in the US have just started an online course, Universal Design in Higher Education. It started yesterday and I enrolled myself. It's going for two months. So if anyone is interested, have a look on Novak Educational and Consulting and they're starting a brand-new online course, UDL in Higher Education.

DARLENE: Fantastic. Excellent. So for those who may not have their chat pod up there are a lot of great links including a webinar that was on last week in UDL. We will try to grab all of those and add that as part of the content under our webinar as well, which is great. Thanks Tracey, for that good link quickly. Good having people working for us!

TERRI: Wow.

DARLENE: Love it. (laughter). All doing it, so well done. There is a question about UDL for architectural and building design. I suppose within the DAP, I suppose the kind of ensuring your campus is universally designed or any upkeep. Is that what is happening at the moment?

TERRI: Within our current DAP there was lots of information about the campus and the infrastructure and the buildings. And we've got the same in our next DAP. So trying -- all of our new buildings and any of our renovations do comply with the building code of Australia and AS1482. We are trying to encourage our campus infrastructure services to also have universal design in the buildings. And our architecture school does have a unit of study about universal design as well. Universal design from learning actually came from the architecture field. That's where it started.

DARLENE: That's brilliant. Just looking at the time, we are about to wrap up. Just two plugs I would like to give before people leave us. We do have a couple of new webinars coming up next week and the week after, one is on inclusion of people with disability in the VET project, for anybody that is from the VET sector joining us online. And then after, on the 12th of June, we have got inclusive classroom which is going to be a presentation from Microsoft. I have seen Troy present before and he is quite engaging and for those universities and TAFEs and other education providers listening that are Microsoft world, it's really great to kind of see what Microsoft has done in that space. Another plug is we're about to upload some content into ADCET showcasing La Trobe's “How inclusive is my subject?” We've done a little bit of a case study on something that’s probably very similar and aligns with what Dagmar and Terri have been speaking to as well. It's great to see so many universities and TAFEs kind of tackling this and ensuring inclusivity in all they’re doing. So thank you so much for an informative presentation. I'm just jealous. Seeing that the university that is in my region, our DAP is well and truly expired and I don't know if universal design is part of the language but you have inspired me to go forth and champion some stuff here and feedback from everybody online now, it's a very positive presentation you have given and we wish you all the luck in the world in your journey and we will keep in touch because we would like to hear how the pilot goes and any outcomes that lead to a webinar or some content.

DAGMAR: Thank you.

TERRI: Thanks everyone.

DARLENE: Thank you very much for your time. Thank you everybody, and thank you Jason, our captioner.