SYMPOSIUM ON UNIVERSAL DESIGN FOR INSTRUCTION AND LEARNING

NOVEMBER 16 - 17
2018
Welcome

IUPUC is proud to host this Symposium on Universal Design for Instruction and Learning. Since Universal Design’s roots are in architecture, it is fitting that the symposium is being held in Columbus, Indiana, a city rich in architectural design and often touted as the “Athens of the Prairie” for its world-renowned modernist architecture.

We are honored to provide this novel professional development opportunity to educators of all levels, acknowledging the importance of instructional alignment of K-12 and higher education strategies for teaching and learning. Our institution’s shared values and beliefs of excellence, collaboration, respect, and honesty and integrity, are consistent with the frameworks for instruction that will be highlighted at this year’s symposium. Of particular strategic interest to our campus are opportunities to promote undergraduate success for all students. Professional development of faculty around Universal Design for Instruction and Learning is critical to this goal.

It is my hope that you will enjoy your time on our campus and take with you a renewed professional stance that reflects the values of teaching and learning for all.

Dr. Reinhold Hill

IUPUC Vice Chancellor and Dean
IUPUC SYMPOSIUM ON
UNIVERSAL DESIGN FOR
INSTRUCTION AND LEARNING

COLUMBUS LEARNING CENTER
4555 CENTRAL AVENUE, COLUMBUS, IN 47203

TABLE OF CONTENTS

WELCOME TO CAMPUS FROM THE VICE CHANCELLOR.......... 2
KEYNOTE SPEAKERS .......................................................... 4 - 5
PROGRAM AT A GLANCE ....................................................... 6
DAY 1 – FRIDAY, NOVEMBER 16 ........................................... 7 - 9
DAY 2 – SATURDAY, NOVEMBER 17 ................................. 10 - 12
SESSION DESCRIPTIONS .................................................. 13 - 19
THANK YOU ........................................................................ 20
KEYNOTE SPEAKERS
FRIDAY, NOVEMBER 16

SHERYL BURGSTAHLER, PH.D.
Dr. Sheryl Burgstahler is the Director of Accessible Technology Services as well as an Affiliate Professor in the College of Education at the University of Washington in Seattle. She has taught online and on-site at K-12 and postsecondary levels and published extensively on topics that include inclusive instructional practices. In this presentation Dr. Burgstahler will share the history and framework of universal design, the many ways it can be applied on campus, and, specifically, strategies that can be used to maximize the learning of all students in a class, including those who have disabilities. She will also share useful resources.

BRYAN DEAN, PH.D.
Bryan Dean is an instructional and learner experience designer, UDL coach and educational systems analyst for a large intermediate school district in Michigan. Bryan has worked in the fields of alternative education, in large urban high schools, and juvenile adjudication. His current projects include: MTSS Implementation, Alternative Education reform, New Teacher Induction, UDL, Learner Experience Design, Specially Designed Instruction, and online curriculum construction. Bryan is a member of the UDL-IRN Board of Directors, a CAST PL Cadre member, a co-moderator for the twitter based #udlchat, and a Project Zero Institute Facilitator. It has become Bryan’s mission to bring equitable and sustainable change to educational systems through disruptive design.
KEYNOTE SPEAKERS
SATURDAY, NOVEMBER 17

LOUI LORD NELSON, PH.D.
Loui Lord Nelson, Ph.D. is an educational consultant whose work focuses on Universal Design for Learning (UDL). She provides guidance to schools, districts, state and national level personnel, as well as universities around the world interested in implementing UDL. In 2013 she completed a post-doctoral fellowship through CAST (the creators of UDL) and Boston College and continues supporting CAST as a member of their Cadre. While at CAST she wrote the best-selling book Design and Deliver: Planning and Teaching Using Universal Design for Learning which was based on her work as the UDL Coordinator for Bartholomew Consolidated School Corporation in Columbus, Indiana from 2007 – 2012. Loui received her Ph.D. from the Beach Center on Families at the University of Kansas and is a former special education teacher.

JONI DEGNER
Joni Degner is a member of the CAST Professional Learning Cadre and a full time UDL facilitator for Bartholomew Consolidated School Corporation (BCSC) in Columbus, Indiana, a district nationally recognized for UDL practices and implementation. In her role as a UDL facilitator, she designs professional learning in Universal Design for Learning, Cultural Responsiveness, and Developmental Assets and Relationships for teachers and educational leaders. Joni works shoulder-to-shoulder with learners to deepen their UDL knowledge and implementation. She is a recognized international expert in Universal Design for Learning and leads conferences and workshops that focus on implementation of Universal Design for Learning for schools, districts, and institutions of opportunity.

Saturday, Nov. 17
8:30 - 9:45 a.m.
Lecture Hall/Auditorium

Saturday, Nov. 17
12:45 - 1:45 p.m.
Lecture Hall/Auditorium
## SYMPOSIUM PROGRAM AT A GLANCE

“Universal Design for Learning is about providing options and opportunities to our learners so they can experience learning in ways that have meaning to them.”

Loui Lord Nelson from *Design and Deliver: Planning and Teaching Using Universal Design for Learning*

<table>
<thead>
<tr>
<th>TIME</th>
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<tr>
<td>8 - 8:30 a.m.</td>
<td>Check-in</td>
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| 8:30 - 9:45 a.m. | Keynote  
Dr. Sheryl Burgstahler  
Lecture Hall/Auditorium | 8:30 - 9:45 a.m. | Keynote  
Dr. Loui Lord Nelson  
Lecture Hall/Auditorium |
| 9:55 - 10:55 a.m. | Concurrent sessions | 9:55 - 10:55 a.m. | Concurrent sessions |
| 11:05 a.m. - 12 p.m. | Concurrent sessions | 11:05 a.m. - 12 p.m. | Concurrent sessions |
| 12 - 12:45 p.m. | Lunch                         | 12 - 12:45 p.m. | Lunch                         |
| 12:45 - 1:45 p.m. | Keynote  
Dr. Bryan Dean  
Lecture Hall/Auditorium | 12:45 - 1:45 p.m. | Keynote  
Joni Degner  
Lecture Hall/Auditorium |
| 1:50 - 2:45 p.m. | Concurrent sessions | 1:50 - 2:45 p.m. | Concurrent sessions |
| 2:50 - 3:45 p.m. | Panel Discussion              | 2:50 - 3:45 p.m. | Panel Discussion              |
| 3:45 - 4 p.m. | Closing                       | 3:45 - 4 p.m. | Closing                       |
DAY 1
FRIDAY, NOVEMBER 16

8 – 8:30 A.M.
CHECK-IN

8:30 – 9:45 A.M.
KEYNOTE: DR. SHERYL BURGSTAHLER
LECTURE HALL/AUDITORIUM

9:55 – 10:55 A.M.
CONCURRENT SESSIONS — SEE BELOW

<table>
<thead>
<tr>
<th>Room</th>
<th>Session 1</th>
</tr>
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<tbody>
<tr>
<td>Summerville Room 1400</td>
<td>Applying Universal Design for Learning Principles in Your Environment</td>
</tr>
<tr>
<td></td>
<td>Focus: Higher Educations, Teacher Education</td>
</tr>
<tr>
<td></td>
<td>Sheryl Burgstahler</td>
</tr>
<tr>
<td>Room 1510</td>
<td>Session 2</td>
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<tr>
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<td>Why, What, &amp; How: Using UDL in Course Materials to Enhance Learner Experience</td>
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<td>Focus: Higher Education</td>
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<td>Tara McCoy, Jessica Bishop and David Zokvic</td>
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<td>Spring Arbor University</td>
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<td>Room 1504</td>
<td>Session 3</td>
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<td>Finding our “Why”: One District’s UDL Journey</td>
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<td>Focus: Teacher Education</td>
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<td>Rebekah Bell and Tyler Keener</td>
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<td>Wooster City Schools, Wooster, OH</td>
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<td>Room 1505</td>
<td>Session 4</td>
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<td>Snap &amp; Read the Next Generation Reading Tool (webinar)</td>
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<td>Focus: Teacher Education</td>
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<td>Heidi Diskin</td>
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<td>Don Johnston, Inc.</td>
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CONCURRENT SESSIONS
DAY 1  
FRIDAY, NOVEMBER 16  
(CONTINUED)

11:05 – NOON  
CONCURRENT SESSIONS — SEE BELOW

12 – 12:45 P.M.  
LUNCH

STUDENT COMMONS (ADJACENT TO AUDITORIUM)  
12:45 – 1:45 P.M.  
KEYNOTE: DR. BRYAN DEAN  
LECTURE HALL/AUDITORIUM

<table>
<thead>
<tr>
<th>Room</th>
<th>Session</th>
<th>Focus: Teacher Education and Higher Education</th>
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</table>
| Summerville Room 1400 | Session 5  
CAST UDL Guidelines  
Focus: Teacher Education  
Melissa Sanjeh  
CAST |                                                                 |
| Room 1510     | Session 6  
Utilizing Technology to Break Down Barriers for Students  
Focus: Teacher Education and Higher Education  
Nick Williams and Brenny Kummer  
Bartholomew Consolidated School Corporation, Columbus, IN |                                                                 |
| Room 1504     | Session 7  
Show Me What You Know  
Focus: Teacher Education and Higher Education  
David Becker  
Indiana University Southeast, New Albany, IN |                                                                 |
| Room 1505     | Session 8  
The Classroom-based Active Learning Ecosystem:  
Supporting Design Thinking in the Business Classroom  
Focus: Teacher Education and Higher Education  
Kevin Jones  
Indiana University Purdue University, Columbus, IN |                                                                 |
DAY 1
FRIDAY, NOVEMBER 16
(CONTINUED)

1:50 – 2:45 P.M.
CONCURRENT SESSIONS — SEE BELOW

2:50 – 3:45 P.M.
PANEL DISCUSSION FEATURING SHERYL BURGSTAHLER,
BRYAN DEAN AND JONI DEGNER
AUDITORIUM

3:45 – 4 P.M.
CLOSING
AUDITORIUM

CONCURRENT SESSIONS

<table>
<thead>
<tr>
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<th>Session</th>
<th>Title</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Summerville Room 1400</td>
<td>Session 9</td>
<td>Inclusion in Action</td>
<td>Higher Education and Teacher Education</td>
<td>Erin Garriott and Kelley Schreiner, Butler University</td>
</tr>
<tr>
<td>Room 1510</td>
<td>Session 10</td>
<td>Power of Engagement: Tools to Excite Any Learner</td>
<td>Higher Education and Teacher Education</td>
<td>Brenny Kummer and Nick William, Bartholomew Consolidated School Corporation, Columbus, IN</td>
</tr>
<tr>
<td>Room 1504</td>
<td>Session 11</td>
<td>UDL + PBL = A Perfect Match</td>
<td>Higher Education and Teacher Education</td>
<td>Jean Lee, University of Indianapolis</td>
</tr>
<tr>
<td>Room 1505</td>
<td>Session 12</td>
<td>Teaching all Learners?: Interrogating educational case studies with Universal Design for Learning and Culturally Sustaining Pedagogies</td>
<td>Teacher Education</td>
<td>Brooke Harris Garard, Indiana University, Bloomington, IN</td>
</tr>
</tbody>
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**CONCURRENT SESSIONS**

| Summerville Room 1400 | Session 13  
|----------------------|------------------
|                      | Engagement in College? What does that look like?  
|                      | Focus: Higher Education  
|                      | Loui Lord Nelson  
|                      | Author  

| Room 1510 | Session 14  
|-----------|------------------
|           | eLearning  
|           | Focus: Higher Education and Teacher Education  
|           | Corie Williams, UDL Facilitator  
|           | Bartholomew Consolidated School System, Columbus, IN  

| Room 1504 | Session 15  
|-----------|------------------
|           | UDL and the Pre-Service Teacher: Ten Tips for Teacher Educators  
|           | Focus: Higher Education and Teacher Education  
|           | Susan Shapiro  
|           | CAST  

DAY 2
SATURDAY, NOVEMBER 17
(CONTINUED)

11:05 – NOON
CONCURRENT SESSIONS — SEE BELOW

12 – 12:45 P.M.
LUNCH
STUDENT COMMONS (ADJACENT TO AUDITORIUM)

12:45 – 1:45 P.M.
KEYNOTE: JONI DEGNER
LECTURE HALL/AUDITORIUM

CONCURRENT SESSIONS

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<tr>
<th>Room</th>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Summerville Room 1400</td>
<td>Session 16</td>
<td>The Idea of Knowing Who You Are Through Reflection &amp; Connection</td>
<td>Higher Education and Teacher Education</td>
<td>James Etta Goodloe, Education Consultant</td>
</tr>
<tr>
<td>Room 1510</td>
<td>Session 17</td>
<td>Optimizing Challenge</td>
<td>Higher Education and Teacher Education</td>
<td>Kelley Culp, Bartholomew Consolidated School Corporation, Columbus, IN</td>
</tr>
<tr>
<td>Room 1504</td>
<td>Session 18</td>
<td>Design in all Things</td>
<td>Higher Education and Teacher Education</td>
<td>Tracy Birdwell, Indiana University Purdue University Indianapolis</td>
</tr>
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<td>Room 1505</td>
<td>Session 19</td>
<td>How to present options for grades 7-12 without it becoming one more thing, or “I’m a Science Teacher, not a Tech Teacher!”</td>
<td>Teacher Education</td>
<td>Sandi Smith, PATINS Project</td>
</tr>
</tbody>
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DAY 2
SATURDAY, NOVEMBER 17
(CONTINUED)

1:50 – 2:45 P.M.
CONCURRENT SESSIONS — SEE BELOW

2:50 – 3:45 P.M.
PANEL DISCUSSION
FEATURING LOUI LORD NELSON, BRYAN DEAN,
AND JONI DEGNER
AUDITORIUM

3:45 – 4 P.M.
CLOSING
AUDITORIUM

CONCURRENT SESSIONS

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<tr>
<td>Summerville Room 1400</td>
<td>Session 20</td>
<td>Social Studies in Action</td>
<td>Teacher Education</td>
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<td>Hanover College</td>
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<td>Room 1510</td>
<td>Session 21</td>
<td>Accessible Learning for ALL Students</td>
<td>Teacher Education</td>
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<td>Kelly Suding</td>
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<td>Patins Project</td>
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<tr>
<td>Room 1504</td>
<td>Session 22</td>
<td>Just UDL it!</td>
<td>Teacher Education</td>
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<td>Kelley Culp</td>
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<td>Bartholomew Consolidated School Corporation, Columbus, IN</td>
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<tr>
<td>Room 1505</td>
<td>Session 23</td>
<td>The Idea of Knowing Who You Are Through Reflection &amp; Connection</td>
<td>Higher Education and Teacher Education</td>
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SESSION DESCRIPTIONS

SESSION 1
Abstract: Interact with Sheryl Burgstahler about topics presented in her address, ask questions, and discuss how universal design strategies might be applied in your environment.

SESSION 2
WHY, WHAT & HOW: USING UDL IN COURSE MATERIALS TO ENHANCE LEARNER EXPERIENCE
Tara McCoy, Jessica Bishop, and David Zokvic
Spring Arbor University
Abstract: Your existing documents can be converted into a more UDL-friendly format! In this hands-on workshop, you’ll learn how to use UDL principles to build a fully accessible syllabus template—that’s usable for both screen and print. You’ll learn the in-and-outs of formatting, choosing accessible typography, and using student-centered language. Participants will get a fully accessible template that’s adaptable for their own use. We’ll also share a simple accessibility checklist, as well as practical tips for creating and adapting readable and engaging documents, video, and presentations.

SESSION 3
FINDING OUR “WHY”: ONE DISTRICT’S UDL JOURNEY
Rebekah Bell and Tyler Keener
Wooster City Schools, Wooster, OH
Abstract: The UDL framework begins with Engagement “Why” the learning is taking place. As teachers (and hopefully districts) consider implementing UDL into their classrooms, they must also start here. The desire may be to start with “What” it looks like in a classroom (Representation) and “How” it will impact students, but it must start with “Why.” Administrators and teachers who introduce UDL to students and staff need to seriously evaluate their “Why.” And we don’t just mean why UDL over some other educational framework or research-based practice, we mean why do classrooms, teachers, and districts need to change? Why do we teach?

Tyler Keener (building principal) and Rebekah Bell (teacher) will share how they mistakenly introduced UDL as a “thing” to reach all students and not why their students and staff needed a value system change, which UDL provides. In the last 15 years, Wooster City Schools in Wooster, Ohio, has shifted from an affluent, white-collar town to 50 percent of their students as economically disadvantaged. Wooster’s students changed, so Wooster City Schools’ “Why” moved away from academic achievement and had to become about valuing students as individual learners.

Workshop attendees will receive several opportunities to assess or plan their district and classroom implementation of UDL in order to shift from what is instinctive to what is intentional about their UDL practices. This will be a beneficial workshop for district administrators, building leaders, as well as teachers of all content areas.
SESSION 4
**SNAP & READ WEBINAR**
Heidi Diskin
Don Johnston, Inc.

Abstract: Snap & Read is the Next-Generation reading tool for Google Chrome, iPad and more, that can cover the most diverse reading needs. It reads both accessible and inaccessible text aloud, it levels vocabulary, and it translates, delivering usage data to teachers who then can more easily assess students’ reading needs individually.

Please join my meeting from your computer, tablet or smartphone at https://global.gotomeeting.com/join/583094669
You can also dial in using your phone, United States: +1 (571) 317-3122 — Access Code: 583-094-669
First GoToMeeting? Let’s do a quick system check: https://link.gotomeeting.com/system-check

SESSION 5
**CAST UDL GUIDELINES**
Melissa Sanjeh
CAST

Abstract: In this sixty-minute workshop, participants will explore the fundamentals of UDL and learn how to use CAST’s UDL Guidelines.

Learning Goals: 1) Understand the underlying foundations of UDL, 2) Evaluate common misconceptions about UDL, and 3) Apply the three foundational concepts of UDL to a design challenge.

SESSION 6
**UTILIZING TECHNOLOGY TO BREAK DOWN BARRIERS FOR STUDENTS**
Nick Williams and Brenny Kummer
Bartholomew Consolidated School Corporation, Columbus, IN

Abstract: Participants who attend Utilizing Technology to Break Down Barriers For Students will learn how Bartholomew Consolidated School Corporation (BCSC) enhances the learning environment with hardware and software technologies.

The interactive workshop will start out with a brief summary of the importance of UDL and how BCSC utilizes technology to break down barriers for all of their learners. The technology discussed will be focused around the 3 principles of UDL. Participants will see how hardware like interactive displays, devices, doc cams, and more support each principle. They will also learn about free software that they can utilize to enhance their learning environment.

By the end of the workshop, participants will walk away with concrete strategies on how to utilize technology to help break down barriers for every student that walks into their classroom.

SESSION 7
**SHOW ME WHAT YOU KNOW**
David Becker
Indiana University Southeast

Abstract: Face to face, online, and hybrid class offerings allow students to pick the delivery method with which they feel most comfortable. Yet, we -the educators- end up with a variety of learners in our classes. Universal
Design for Learning (UDL) guidelines allow us to deliver content for those varied learners. Do you know what kind of learner you are?

Universal Design for Learning Guidelines include 1) Provided multiple means of representation, 2) Provide multiple means of action and expression, and 3) Provide multiple means of engagement. In this workshop, we will focus on the second principle of providing multiple means of action and expression while keeping in mind that the end goal of the second principle is to build strategic, goal-directed learners. Join us to see how we provide options for navigation, communication with students via multiple mediums, and create assignments that give students other means of expressing what they know (outside of an exam or a paper). Feel free to bring your assignments that we can help you with by providing options for expression and communication. We will provide examples but more importantly, we will facilitate a hands-on exercise where you can provide options for the assignments you bring.

SESSION 8
THE CLASSROOM-BASED ACTIVE LEARNING ECOSYSTEM: SUPPORTING DESIGN THINKING IN THE BUSINESS CLASSROOM
Kevin Jones
IUPUC, Columbus, IN

Abstract: This case study reports on methods used to create a university classroom ecosystem that fosters active collaborative learning for undergraduate business students. While the concept of a “learning ecosystem” is not a new concept (Copeland, 1979; Dillenbourg & Jermann, 2010; Garcia-Holgado & Garcia-Penalvo, 2017), this article adds new components which contribute to understanding the classroom-based ecosystem. This writing defines the Classroom-Based Active Learning Ecosystem (C-BALE) as an environment which maximizes student learning by optimizing the use of technology, classroom space and learning tools. The exigency for creating a C-BALE is due to the active and collaborative work necessary for effective design thinking activities. In this case, undergraduate students learn the Liedka and Ogilvie design thinking approach (2011), which can be described as an active, creative, systematic, and collaborative approach that identifies organizational changes/enhancements and innovative actions. Students use design thinking tools such as “journey mapping” and “rapid prototyping” (Liedka & Ogilvie, 2014) to address organizational gaps in an organizational system’s internal and external environments. This study describes the instructor’s planning, technological deployment, student participation, course outcomes, and lessons learned from the creation of a C-BALE as students learn and apply design thinking concepts. A graphic model of C-BALE is presented for implementation in classroom settings.

SESSION 9
INCLUSION IN ACTION
Erin Garriott and Kelley Schreiner
Butler University

Abstract: In an innovative collaboration between Butler University’s College of Education and Special Olympics IN, BU students and SOIN athletes learn to take care of their physical health through sport and activity. Even more important, the students (including the SOIN athletes) and teachers are challenged to create an inclusive learning space where all abilities are celebrated and every athlete is supported.

Participants will hear from BU students who have been in these inclusive classes, from SOIN athletes who have been/are currently included in these classes, and the teachers who work together to create them. Panelists will share the challenges of creating this vision, moving it towards reality and the joy of keeping it going. Panelists will be happy to lead problem-solving conversations in order to help other people think about the possibility of a similar program on other campuses.
SESSION 10

POWER OF ENGAGEMENT: TOOLS TO EXCITE ANY LEARNER

Brenny Kummer and Nick Williams

Bartholomew Consolidated School Corporation, Columbus, IN

Abstract: As the classrooms of the 21st century are increasingly made up of learners who have spent their years surrounded by readily available, stimulating technology, teaching can sometimes seem like an uphill battle. Students are noticeably different in the ways in which they can be excited to learn. Some students enjoy working in groups, while others prefer to work alone. Others thrive with routine while some prefer change. Furthermore, with a growing number of educational technology tools available on the market, it can be difficult for teachers to wade through vast amounts of tools to determine which tools will be ideal for engaging learners. While there is not one means of engagement that will be optimal for all learners in all learning environments, technology can be a powerful tool to provide essential options for engaging all learners. In this session, attendees will have the opportunity to learn about the critical role of engagement in the learning process, based upon the Universal Design for Learning framework. Furthermore, attendees will be presented with examples of free engaging technology tools used in Bartholomew Consolidated Schools across grade levels and subject areas, the opportunity to interact with the tools, and identify applications for their own learning environments. By the end of this session, attendees will not only recognize the importance of engagement to ensure deeper learning, but will also emerge with ready to use technology tools to keep 21st century learners racing back, eager to learn more.

SESSION 11

UDL + PBL = A PERFECT MATCH

Jean Lee

University of Indianapolis

Abstract: Learn the essential elements of project-based learning and how UDL is readily-infused in a PBL curriculum. Students master academic content while engaging in collaborative goals and display what they know through voice and choice within PBL environments. Project examples and audience participation will be used to highlight UDL principles.

SESSION 12

TEACHING ALL LEARNERS?: INTERROGATING EDUCATIONAL CASE STUDIES WITH UNIVERSAL DESIGN FOR LEARNING AND CULTURALLY SUSTAINING PEDAGOGIES

Brooke Harris Garard

Indiana University

Abstract: Using a “UDL Supreme Court” simulation, we invite participants to discuss educational case studies that highlight how cultural and classroom practices—despite the best intentions of educators—can render educational activities and spaces inaccessible for some students. We invite participants to: 1) think about how their own classroom practices align with Universal Design for Learning (UDL) and Culturally Sustaining Pedagogies (CSP), and 2) help us create a resource for assessing classroom environments, resources, and lessons for their alignment with UDL and CSP.
SESSION 13
ENGAGEMENT IN COLLEGE? WHAT DOES THAT LOOK LIKE?
Loui Lord Nelson
Educational Consultant and Author
Abstract: What comes to mind when you read the word “engagement” and think of college-aged learners? What do you do to support their ability to maintain that engagement? Whose job is it to keep those learners engaged? During this session, we will take a deep dive into the UDL principle of Engagement to decipher its meaning, discover from where we derive that meaning, and consider what actions we can use in our higher education environments that align with that UDL principle.

SESSION 14
ELEARNING
Corie Williams, UDL Facilitator
Bartholomew Consolidated School Corporation, Columbus, IN
Abstract: In this session participants will learn about 4 critical components to designing successful eLearning lessons. Social and cognitive presence, instructional design, and facilitating discourse will be experienced through a variety of resources and activities. Participants will have the opportunity to collaborate with one another and discover ways to apply these components to their own learning environments. Everyone will walk away with the tools to effectively teach online.

SESSION 15
UDL AND THE PRE-SERVICE TEACHER: TEN TIPS FOR TEACHER EDUCATORS
Susan Shapiro
CAST
Abstract: The goal of this session is for participants to collaboratively compose a list titled: Top Ten Tips for Supporting Pre-Service Educators to Understand and Implement Universal Design for Learning (UDL), and as a result, have ideas and understandings to apply to their individual educational contexts after the conference. The session will be interactive and structured to scaffold thinking and communication. Participants will determine relevant topics for discussion and then engage in multiple mini-conversations. A merry-go-round strategy will be used so that participants have choice and movement during the discussion period. All dialogue is intended to build the capacity of participants to answer this essential question: What will it take for teacher educators to prepare pre-service teachers to use UDL as a starting point for learning design? The session leader will facilitate the composing of the “Top Ten” list at the end of the session—which, of course, is a simply a product designed to guide engaged thinking.

SESSION 16
THE IDEA OF KNOWING WHO YOU ARE THROUGH REFLECTION & CONNECTION
James Etta Goodloe
Education Consultant
Abstract: In this session, participants will discuss theory and practice of the types of reflection and how the process of writing and reflecting provide introductory steps to increase cultural awareness and identity development. Learn to examine the idea of knowing who you are through reflection and connection to empower
students to know and understand themselves better. Participants will engage in reflections and discussions for action and expression through Twitter, drawings, skits, etc.

SESSION 17
OPTIMIZING CHALLENGE
Kelley Culp
Bartholomew Consolidated School Corporation, Columbus, IN
Abstract: Participants will explore the idea of challenge in lesson creation and will utilize the UDL guidelines to give structure to student challenge and choice.

We know that there is not an average student for whom we are designing our lessons. Because that is the case, how do we design lessons/activities/assessments that are challenging to all students in our classrooms? What does challenge look like in a lower ability classroom versus an AP level class? What barriers do we, as teachers, face in designing lessons for our classes? This breakout session will explore those questions and provide options that can be implemented in your classroom this fall. Using the UDL guidelines as a structural support, we will investigate methods to add challenge organically to the classroom.

SESSION 18
DESIGN IN ALL THINGS
Tracy Birdwell
IUPUI, Indianapolis, IN
Abstract: In this session we will explore how the design of our classroom spaces influence our efforts to design successful student learning experiences.

SESSION 19
HOW TO PRESENT OPTIONS FOR GRADES 7-12 WITHOUT IT BECOMING ONE MORE THING, OR “I’M A SCIENCE TEACHER, NOT A TECH TEACHER!”
Sandi Smith
Patins Project
Abstract: This presentation is structured to show secondary (and perhaps upper primary) educators how to teach and provide options for students to receive and express the information we are guiding them towards. With forethought, this can take very little extra preparation and give engagement as a bonus! Come along as I teach how to do this while demonstrating some impressive apps and extensions on Google Chrome.

SESSION 20
SOCIAL STUDIES IN ACTION
Dava Roth
Hanover College
Abstract: This workshop focuses on Indiana History and utilizes innovative teaching practices, engaging classroom activities, and brain-based learning theories to strengthen your social studies curriculum. The workshop will integrate the ten themes and six social sciences developed by the National Council for the Social Studies (NCSS).
SESSION 21
ACCESSIBLE LEARNING FOR ALL STUDENTS
Kelly Suding
Patins Project
Abstract: All students deserve an equitable education! This fast-paced session will explore the “why” and attendees will leave with immediate implementation of FREE/Low Cost simple tools for Mac, PC, iOS, Chrome extensions to turn classroom worksheets, documents into accessible formats/instruction for independent student access.

SESSION 22
JUST DO IT
Kelley Culp
Bartholomew Consolidated School Corporation, Columbus, IN
Abstract: Participants will assess a current lesson plan and make changes to make it UDL friendly. Participants will also walk away with several strategies that can be employed in the classroom on Monday. UDL can seem daunting at first look, but it really is a mindset shift that will change your teaching. However, it is not an all or nothing proposition. In this session participants will bring a current lesson plan from one of their courses to work from. Participants will look at the UDL framework and the lesson plan to see how it can be learner focused. Participants will work with one another and the instructor to make small changes to lesson plans and learn about some simple strategies that can be employed to quickly incorporate UDL into the classroom.

SESSION 23
THE IDEA OF KNOWING WHO YOU ARE THROUGH REFLECTION & CONNECTION
James Etta Goodloe
Education Consultant
Abstract: In this session, participants will discuss theory and practice of the types of reflection and how the process of writing and reflecting provide introductory steps to increase cultural awareness and identity development. Learn to examine the idea of knowing who you are through reflection and connection to empower students to know and understand themselves better. Participants will engage in reflections and discussions for action and expression through Twitter, drawings, skits, etc.
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