Universal Design for Designing Online Learning in Higher Education: Synchronous Learning Working Group
DDL/D&D Birds of a Feather Session, Wednesday, October 23, 5:00 to 5:50 pm, Convention Center, Paradise North

Collaborative Insights
You may offer your insights collaborative by typing your responses in Google Doc that is available at https://delivr.com/24kmb or scan the QR code on the left.

Discussion Prompts
If you would like to provide your insights verbally, below are the question prompts:

1. Briefly, tell us your motivation in joining this discussion (UDL in Synchronous Online Courses). Please add any goals you’d like to achieve by the end of this bird of a feather session.
2. UDL topic is timely and relevant. Why do you think so? What are the benefits that you perceive?
3. There are many related terms: Section 504, Section 508, Accessibility, and UDL. How do we define the UDL in the context of online synchronous courses and differentiate it with other related terms?
4. As a follow-up question, what is the scope of UDL in the context of synchronous online environments?
5. What are some best practices for creating documents (Word, PPT, PDF) with UDL principles?
6. UDL consists of a provision of multiple means of engagement, action, and expression, and representation. For each type of means, please give us an applicable example in online synchronous environments. See questions 6a, 6b, and 6c.
   a. What are the applicable examples of employing multiple means of engagement in online synchronous environments?
   b. What are the applicable examples of employing multiple means of action in online synchronous environments?
   c. What are the applicable examples of employing multiple means of expression in online synchronous environments?
7. From your perspective, what are the potential barriers when using UDL principles? What can we do, as an educator, faculty, and/or instructional designer, to help overcome these barriers?