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Digital Teaching Symposium 2026

Teach, Listen, Build: Using UDL Choice and Metacognitive Conversations for Instructional Design

PRESENTED BY:

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Welcome to Campbell University!

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Visual Cue: Let's Flood the Chat



🌡 TEMPERATURE CHECK!

Before we dive into ***Universal Design for Learning*** (UDL), let's see where we are as a learning community!

💬 **How familiar are you with UDL?**

1️⃣ UDL? This is brand new to me!

2️⃣ I've heard of UDL, but I'm still learning.

3️⃣ I know UDL and have tried using it.

4️⃣ I regularly apply UDL in my teaching!

Drop your number (1–4) in the chat!

✨ No right or wrong answers. We're all learners here!

"When we listen to how students experience learning, we become better designers of learning."

Dr. Jennifer Lowry



Words to Live By

What has been your favorite part of the course so far? "Honestly, YOU! Your enthusiasm and genuine love for others has been a blessing to me. Not only are you passionate about your work, you care about us just as much as if we were seeing you face to face. The Lord knew that I would need you, and I am confident that many of my classmates feel the same way. Your announcements and messages lift us all up! Thank you, Dr. Jen!"

Ways We Can Build Community

- Getting to Know You Discussion Post
- Choose a lens from day one.
- Welcoming Activities
    - Panopto Video Recordings (Teacher modeling)
    - Google Form or Blackboard Form Surveys
    - Virtual Locker with Recording
    - "Where I'm From" Poetry by George Ella Lyon Template
    - Tag-Team (Wrestling Names… yes, I'm extra)
- Weekly Check-ins – Do you need me to reach out to you right now?
- Weekly Announcements with fun images, links, resources, and quotes

"How we begin shapes the learning environment from day one! Belonging isn't something we leave to chance. It's something we intentionally design."

"The UDL Guidelines are organized into three key principles:

Engagement,
Representation, and
Action & Expression.

When a variety of options are available to provide multiple means of approaching each principle, barriers are reduced and access to that principle is increased." - CAST.ORG

1. ENGAGEMENT — The WHY of learning

How do we spark interest, build motivation, and help learners persist?

2. REPRESENTATION — The WHAT of learning

How can we present information in accessible ways that support understanding?

3. ACTION & EXPRESSION — The HOW of learning

How can learners engage in the learning process and demonstrate what they know?



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Engagement

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The Courage to Ask Questions

1. ENGAGEMENT — The WHY of learning

How do we spark interest, build motivation, and help learners persist?

"My favorite part of this course has been the IRIS modules and discussion posts. Being online eliminates the collaborative connection in-person classes offer. I always loved classes that was mostly dialogue and learning through shared experiences. Discussion posts have given me part of that back (you've created that for us somehow and know we can never replace the power of in-person connection). I appreciate that."

Fall II Student

1. Removed word count
2. Added lens
3. After week two, provided resource options as the baseline (research article, blog, video with captions, website, podcast, etc.)
4. Added an additional article/choice they had to find to support their understanding/views, etc.
5. Encouraged different perspective read/responses
6. Clear steps (ex. 3-2-1)
7. Added TAG Protocol

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Discussion Post Revisions!

From Compliance to Conversations

Guiding Question



“How might the lens we choose change what we notice, question, and understand?”

Choose Your Lens: Perspective Matters!

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Same learning goal with five entry-point perspectives.

STUDENT LENS - How am I experiencing this learning?

ADMINISTRATOR LENS - How can I lead and support inclusive practices?

TEACHER LENS - How can I design instruction that removes barriers?

COACH LENS - How can I support teacher growth and reflection?

PARENT / CAREGIVER LENS - How can I understand, advocate for, and support my child's learning?

UDL connection: Engagement, choice and autonomy, relevance and authenticity.



CHAT DROP!

Think about your own field or professional setting.

💬 What perspectives are essential to your work?

💬 Whose perspectives are often missing or overlooked?

TAG Protocol

Tell a Positive

Ask a Question

Give a Suggestion



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Representation

2. REPRESENTATION — The WHAT of learning

How can we present information in accessible ways that support understanding?

Is there anything you'd like me to clarify, adjust, or consider to better support your learning?

"I appreciate clear directions, examples, and opportunities to connect assignments to real classroom experiences. Seeing practical examples helps me better understand the concepts and how to apply them in my own classroom. I also appreciate feedback that helps me understand what I am doing well and where I can continue to grow. Overall, I feel supported and appreciate the resources and guidance provided throughout the course."

Fall II Student

How the student's words align with CAST UDL Guidelines 3.0

Student's words	CAST connection
"Clear directions, examples"	**Representation:** Clarify information and support understanding
"Connect assignments to real classroom experiences"	**Engagement, 7.2:** Optimize relevance, value, and authenticity
"Feedback that helps me understand what I am doing well and where I can continue to grow"	**Engagement, 8.5:** Offer action-oriented feedback



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Action & Expression

3. ACTION & EXPRESSION — The HOW of learning

How can learners engage in the learning process and demonstrate what they know?

"My favorite part of the course thus far has been student agency, more specifically how you allow us to select assignment options or articles that resonate with us most. This reduces anxiety, stress, and increases confidence when starting an assignment."

What has been your favorite part of the course so far?

"My favorite part of this course has been the flexibility to choose assignments that are meaningful and relevant to my role as an educator. I have especially enjoyed exploring the IRIS modules and research on executive functioning and challenging behaviors. I appreciate being able to connect what we are learning to real situations in my school and reflect on strategies I can use to better support students with diverse learning needs."

Fall II Student

Student's Words...

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Engagement (Why)

Students choose topics, interests, lens, and research-based assignments that are meaningful and motivating.

Representation (What)

- Students have options for accessing information:
  - Research
  - Blogs
  - Videos
  - Podcasts
  - Collection of diagrams, images, charts, etc.

Action & Expression (How)

- Students choose how to demonstrate their learning and reflection in actionable ways
  - Paper
  - Podcast (accessible recording – Panopto)
  - Blog (for future publication)
  - Presentation (with or without video)
  - Infographics/Handouts/Newsletters

Flood the Chat!

- Brainstorm list.



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The Test…

Can you identify the 3 UDL principles in this student reflection?

“I have already seen a significant change in student motivation in the new Q2 electives that I'm teaching (Logic & Problem Solving to 3rd/4th and Writing Explorers to 4th/5th). Scaffolded assignments and visuals, like anchor charts and Thinking Maps that stay visible all quarter have been effective. I've always loved providing choice in assignments and projects for students, but applying scaffolds and challenges to all tasks/activities helps so many students, regardless of an IEP or 504 accommodation. That's been the biggest "ah-ha" for me in this course - ALL students can use scaffolds and challenges."

Fall II Student

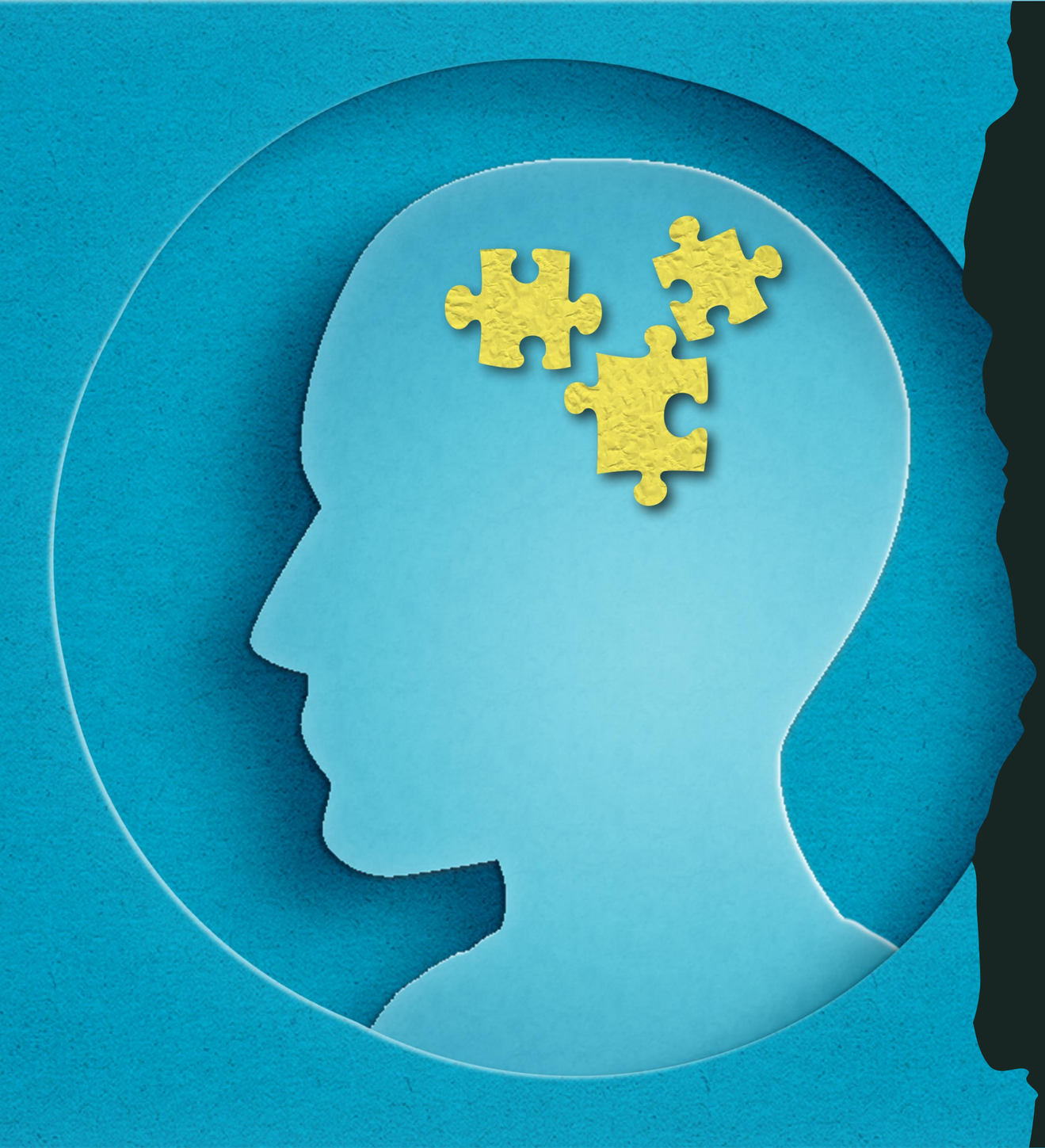
TWO QUESTIONS FOR REFLECTIVE TEACHING

1) What is your view about how students best learn key concepts in your discipline?

2) How is your view about how students learn reflected in how you plan and teach your courses?

Tocco, A. J., Mehrhoff, L. A., Osborn, H. M., McCartin, L. F., & Jameson, M. M. (2023). Learning communities promote pedagogical metacognition in higher education faculty. *To Improve the Academy*, *42*(1). https://doi.org/10.3998/tia.2044

“Think about one learning activity in your course. What could you ask your students about their experience, and how might their answers change what you design next?”



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Q and A

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Optional Resources for Joy



Journal Reflection

For just a moment, take off your educator hat and think about yourself as a **LEARNER**. Choose:

- What EXCITES you about learning?
- What MOTIVATES you to keep going?
- What INSPIRES you to grow?
- What CHALLENGES you or makes learning difficult?

PLEASE VISIT CAST!

https://udlguidelines.cast.org/more/downloads/#v3-0-organizers

Best Chart Ever

Tanner, K. D. (2012). Promoting student metacognition. *CBE Life Sciences Education*, *11*(2), 113–120. https://doi.org/10.1187/cbe.12-03-0033

“Integrating reflection into any course can be achieved by a relatively simple tweaking of existing course assignments. In addition to having students respond to homework questions or solve problems, instructors need only add one or more questions that push students to consider their own thinking (see Table 1). These questions can be as simple as ‘What was most challenging to you about this assignment?’ to ‘What questions arose during your work on this assignment that you had not considered before?’ The instructor’s decision to make these kinds of questions part of an assignment—and part of the grading scheme for the assignment—can prompt students to bring a more metacognitive stance to their everyday coursework.”

Tanner, K. D. (2012). Promoting student metacognition. *CBE Life Sciences Education, 11*(2), 113–120. https://doi.org/10.1187/cbe.12-03-0033

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Thank You

#DTS26