Meg Davis October 21, 2026

ACS UDL Workshop

Content Questions

MEG DAVIS Oct 21, 2026 02:15pm

Logistics/Zoom Questions go in the CHAT

1

> **Amy** Nov 03, 2026 11:50am
> How do you manage UDL (esp for students with executive function challenges) if development of executive function is part of the learning goals?

Connections to Your Work

LÉO LEE Nov 03, 2026 11:59am

RE: A clear rubric is something I struggle with in teaching studio art.
A big part of the learning is building independence and one's creativity. In my discipline, *your* choice of subject matter is by definition correct (because it interests you). Your approach is correct because it works for you. You get to assess it on your terms.
I guess I am teaching how to get there. However, I teach beginners, which means I set up a visual (most often a still life) conducive to the learning. They focus on something specific (identifying negative space, seeing shadow on dramatically lit white objects), so they have guidance on that, and material suggestions. I give demos, show slides of a wide variety of examples since their ultimate goal is *self*-expression. I find that some students struggle with that, want to be told how it should look when they are done, all-but copy an example. I fully understand the need for a clear rubric, but when I am grading on growth, progress, involvement rather than "a look" (which would mean: do what I like vs what they like) it gets to be so long student will not read it (2 pages or more).
Definitely my neurodiversity interferes with clear and concise writing as you can clearly see from this question.
I suppose I am looking into how to create a clear rubric that still holds a lot of space for creativity.
I tend to take things overly literally, so prompts and tight guidelines shut me down (creatively).

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Brainstorming & Ideas

Other Questions or Thoughts?

Scenario 1: Dense Content (rms 1 & 2)

MEG DAVIS Oct 26, 2026 09:45am

Description for Scenario 1

You need to teach complex, information-heavy content that students consistently struggle to understand and retain. You provide scans of physical textbook pages to students, and some students are unable to read them due to needing to use a screen reader. Students have diverse backgrounds, varying levels of preparation, and different learning preferences.

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MEG DAVIS Oct 26, 2026 09:42am

What are the challenges the student is facing?

3

> **Emily** Nov 03, 2026 12:18pm
> Format being provided doesn't match needs and is only one type of format (written material only)

> **Emily** Nov 03, 2026 12:19pm
> Different levels of student preparation

Grp 2 Nov 03, 2026 12:20pm
Students can't use screen readers, adjust text size, or interact with the text. The students struggle to understand and retain the content. Students may not be prepared and may not be engaged with the subject. Little room for interaction with other students or instructor--e.g. asking questions.

MEG DAVIS Oct 26, 2026 09:43am

What are the challenges the faculty is facing?

2

Emily Nov 03, 2026 12:19pm
Different levels of student preparation

Grp 2 Nov 03, 2026 12:21pm
+1 to varying student preparation and interests. Teacher lacking information about what students are struggling with (formative assessment) because of lack of interactivity with students.

MEG DAVIS Oct 26, 2026 09:43am

What UDL strategies could you apply to this scenario IN THE MOMENT?

3

Emily Nov 03, 2026 12:19pm
Convert scanned book into compatible format (maybe disability office can help)

Grp 2 Nov 03, 2026 12:24pm
Think of creative ways to present/review content, e.g. perform a skit. Use class time to gauge student understanding, correct misunderstandings, allow students to work together in groups so they can learn from each other.

Grp 2 Nov 03, 2026 12:26pm
Use class time to get a better understanding of student motivations for taking the course, trying to connect their "why" with the material in question. Adjust assignments to bring in more personal interests.

MEG DAVIS Oct 26, 2026 09:44am

What UDL strategies could you apply to this scenario PROACTIVELY (for next time)?

7

Emily Nov 03, 2026 12:20pm
Spend more class time teaching study strategies

Emily Nov 03, 2026 12:21pm
Finding more active learning techniques to motivate learning and help them learn

Grp 2 Nov 03, 2026 12:23pm
Choose etextbook instead of scanned book. Provide other content sources, e.g. video, interactives, etc.

Whitney S. Nov 03, 2026 12:23pm
Collaborating with your institution's Student Success and/or Student Access centers

Emily Nov 03, 2026 12:23pm
Flipping the class

Grp 2 Nov 03, 2026 12:27pm
Scaffold metacognition--integrate reflection into assignments, help them break down complex tasks, etc.

Grp 2 Nov 03, 2026 12:30pm
Build in multiple means of expression for assessment--participation in in-class activities, creative expressions of class concepts, etc.--rather than depending on exams or papers only for demonstration of mastery.

Scenario 2: The Assessment Authenticity Challenge (rms 3 & 4)

MEG DAVIS Oct 26, 2026 09:46am

Description for Scenario 2

You want students to demonstrate deep understanding of course concepts, but traditional exams do not capture the full range of what students know and can do. You are concerned that your current assessment methods may disadvantage some students. It seems that a significant portion of your class seems disengaged and is just going through the motions.

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MEG DAVIS Oct 26, 2026 09:41am

What are the challenges the student is facing?

2

> **Alison** Nov 03, 2026 12:20pm
> Disengaged. Not able to show their learning.

> **Anonymous** Nov 03, 2026 12:21pm
> Possibly not learning anything

MEG DAVIS Oct 26, 2026 09:42am

What are the challenges the faculty is facing?

2

> **Alison** Nov 03, 2026 12:19pm
> Needing to assess learning, but not having the right tool.

> **Anonymous** Nov 03, 2026 12:20pm
> Different assessments for students could be difficult in terms of the level of effort. May not be equal

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MEG DAVIS Oct 26, 2026 09:41am

What UDL strategies could you apply to this scenario IN THE MOMENT?

2

> **Alison** Nov 03, 2026 12:22pm
> Discuss the why.

> **Anonymous** Nov 03, 2026 12:22pm
> Ask students what would resonate with them/help them

MEG DAVIS Oct 26, 2026 09:42am

What UDL strategies could you apply to this scenario PROACTIVELY (for next time)?

1

> **Anonymous** Nov 03, 2026 12:18pm
> Give the students options to show their learning/understanding

Scenario 3: The Big Assignment (rms 5 & 6)

MEG DAVIS Oct 26, 2026 09:46am

Description for Scenario 3

Students in your class earn their grade through one large paper/project/exam(pick one that relates to your work) at the end of the term. In the middle of the quarter, it seems that most students haven't started working on it yet.

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MEG DAVIS Oct 26, 2026 09:42am

What are the challenges the student is facing?

1

Room 5 Nov 03, 2026 12:20pm
Big project/exam/paper that's also worth a lot of their grade seem daunting leaving students to not know where to start or nervous to start which can lead to procrastination.

MEG DAVIS Oct 26, 2026 09:44am

What are the challenges the faculty is facing?

1

Room 5 Nov 03, 2026 12:25pm
Identifying students who may be neurodivergent who need support but don't want to identify or bringing awareness to neurodivergence. Lots of stigma with identifying as neurodivergent and needing accommodations. Also the process for getting diagnosed can also be a barrier. For example, is it done by the institution or family? Could be a financial issue.

MEG DAVIS Oct 26, 2026 09:44am

What UDL strategies could you apply to this scenario IN THE MOMENT?

1

Room 5 Nov 03, 2026 12:29pm
Professor provides individual check-ins with students to see where they are and how they may need support. Or breaking apart the assignment into half and having them submit that to see where they're at, offer low-stakes feedback (no impact to grade). If it's an exam, provide study sessions/practice exams (not graded) with answers/explanations to get people studying at low stakes.

MEG DAVIS Oct 26, 2026 09:44am

What UDL strategies could you apply to this scenario PROACTIVELY (for next time)?

1

Room 5 Nov 03, 2026 12:31pm
Allowing students to choose the format individually. Breaking apart assignments, exams, projects into smaller, lower stakes chunks.

Scenario 4: Sharing Airtime (rms 7 & 8)

MEG DAVIS Oct 26, 2026 09:47am

Description for Scenario 4

During class discussions, one student frequently dominates sharing opportunities by providing lengthy or off-topic responses, limiting time for other students to participate. You also notice that peers often do not include this student in partner or small-group activities. While the student regularly attends office hours, they tend to monopolize those conversations as well.

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MEG DAVIS Oct 26, 2026 09:42am

What are the challenges the student is facing?

3

Kfoster Nov 03, 2026 12:18pm
Situational awareness, isolation

Kfoster Nov 03, 2026 12:19pm
Effective communication

Kfoster Nov 03, 2026 12:20pm
skill, purpose, importance of listening.

MEG DAVIS Oct 26, 2026 09:44am

What are the challenges the faculty is facing?

2

> **Kfoster** Nov 03, 2026 12:19pm
> how to differentiate people to share, discussion facilitation skills

> **Kfoster** Nov 03, 2026 12:20pm
> set clear expectations of what office hours are intended for.

MEG DAVIS Oct 26, 2026 09:45am

What UDL strategies could you apply to this scenario IN THE MOMENT?

1

> **Kfoster** Nov 03, 2026 12:20pm
> use specific discussion facilitation skills such as thanking the student then asking another to add.

MEG DAVIS Oct 26, 2026 09:45am

What UDL strategies could you apply to this scenario PROACTIVELY (for next time)?

5

> **Kfoster** Nov 03, 2026 12:17pm
> Assign partners in advance

> **Kfoster** Nov 03, 2026 12:17pm
> Provide think, write, then discuss time, and check in with the students as they write to demonstrate their own understanding of the prompts.

> **Kfoster** Nov 03, 2026 12:18pm
> Allow different methods of providing information - written turn in (on paper or virtually) in addition to aloud.

> **Pollen Carrier** Nov 03, 2026 12:24pm
> Assign specific roles in group discussions

> **Kfoster** Nov 03, 2026 12:24pm
> Assign partner talk time, then prof select different groups to share out - allowing the student to have a voice but not be The Only Voice heard throughout the whole class.