

ARTSFUND'S CAST UNIVERSAL DESIGN FOR LEARNING (UDL) CONVENING TRANSCRIPT

Audio from recording on November 13, 2025

NOTE: Quotation marks indicate that the speaker is reading text attributed to another person, typically from the chat or the shared Homebase document.

KATY CORELLA, ArtsFund Vice President of Strategic Initiatives and Communications

All right. Thank you, Nauni. Good morning, everyone. Um, welcome. Thanks so much for being here. We are here today for ArtsFund's Universal Design for Learning Workshop with CAST. And my name is Katy Corella. I work as ArtsFund's Vice President of Strategic Initiatives and Communications. And for those who benefit from a visual description, I'm a middle-aged white woman who has brown curly hair and I'm wearing tortoiseshell glasses sitting in front of an ArtsFund orange background. So today, I would like to start our convening by acknowledging that the city of Seattle, where ArtsFund is based, is on the occupied lands of the Coast Salish people specifically the ancestral land of the Duwamish, Stillaguamish, Muckleshoot, and Suquamish tribes who have stewarded this land throughout the generations. I would also like to acknowledge that many with us today are on different territories and we join you in honoring and recognizing those as well. At today's event, we have a number of accessibility features including Zoom generated live captioning which you can turn on. You're also able to view the full transcript at any time. We have ASL interpreters that we'll be spotlighting throughout today's event. All presenters will be doing a visual description and our session today is recorded and will be available to view for a month past the event. Um, there will also be materials like the slide deck and some resources that we share that we'll be sending out in a follow-up email. So before we jump in, I would like to thank the sponsors who are making our Convenings possible this year. So we are happy to thank our presenting sponsor Wells Fargo and we'd also like to thank 4Culture for their additional support. So with that I would like to turn it over and welcome Michael Greer, ArtsFund's President and CEO to set the stage for today's program.

MICHAEL GREER, ArtsFund President and CEO

Thank you so much, Katy, and thank you everyone for being here. Good morning. My name is Michael Greer and I am the President and CEO here at ArtsFund. I am a light-skinned Black male with no hair, wearing black chunky glasses, a black turtleneck, and sitting in

front of an orange ArtsFund background. It is really, really great to see so many people committed to making the arts more inclusive and more accessible. And for those who are newer to ArtsFund, our mission is to support the arts through leadership, advocacy, and grant making in order to build a more healthy, equitable, and creative Washington. And today I want to talk about our leadership pillar. That pillar is really about using data, collaborations, and building capacity to strengthen this entire arts ecosystem. And our data do make one thing clear and that is that access to arts and culture is critical to healthy economies and to healthy communities. And so when people can fully participate in that creative life, our neighborhoods are stronger, our local businesses thrive, and people feel more connected to each other. And that is why accessibility is really at the center of community well-being. Ensuring that everyone can experience and contribute to art is essential to the collective health of everywhere that we live. So today's session reflects that commitment. We are proud to partner with CAST Universal Design, an organization that you will see really helps institutions create environments that are welcoming to everyone from the start. And their work will help us move forward from just talking about inclusivity to really practicing it. So with that, I want to say thank you again for being a part of this learning community, for everything that you do to interact with your own communities and with ArtsFund and for just being a part of the ArtsFund family. So with that, I will turn it back over to Katy.

KATY CORELLA

Great. Thank you so much, Michael. So, we have a pretty ambitious agenda today, and so I'd love to, um, introduce Dr. Luis Perez, who is the Senior Director of Disability and Accessibility for CAST. In his role, Luis works to make sure all students have access to high quality accessible learning materials and technologies. He works as a part of CAST's post-secondary and workforce development team where he helps open doors to meaningful careers for everyone. He's been recognized as an Apple distinguished educator and a Google certified innovator, among other kind of distinguishing um recognitions and he's written several books on accessibility and learning, and hosts CAST's podcast, The Learning Experience and is also a photographer and poet, I just learned this morning. So with that brief introduction, I'd love to turn it over to you Dr. Perez.

DR. LUIS PEREZ, SENIOR DIRECTOR OF DISABILITY AND ACCESSIBILITY AT CAST

Thank you. Oh, thank you so much. I like to go by Luis. I don't know who that Dr. Perez person is. Luis is just fine. But thank you for that kind introduction and I'm glad to be here with you all today. I am a light-skinned Hispanic man, I wear glasses and have very short cropped hair. So today I'm wearing a baseball hat. And I also sport a white goatee, which tells you that I'm a middle-aged person. and I'm coming to you from my home office in

Florida where it's a little bit chillier than it typically is. But it is our CAST background. I have a green screen behind me and so I'm using our CAST background which is mostly purple. It has the CAST logo, the words CAST "Until learning has no limits" in the upper right hand corner for me. And I really believe in the work that you're all doing because there's two things that keep me going besides accessibility. I should add that accessibility is something that I live and breathe because I am a person with a disability myself. I also use identity-first language and so I also go by a disabled person. I have a significant visual impairment and it's something that I learned about myself as an adult and so I learned how to use accessibility features to provide access to my own learning and that drives my work at CAST. I really appreciated your acknowledgement of our Native peoples, our First World's peoples. I am coming to you all from the territory of the Tocobaga Indians or the Penellas County area of Florida. With that, I also want to introduce my good friend Kelli. But first, I want to make sure that you have access to these slides. This is one of our best practices. And so there is a short link visible on the screen. It is bit.ly/ArtsFund-CAST. The A in arts is capitalized. The F in fund is capitalized. And CAST is in all caps. We will drop that link into the chat as well. That is going to take you to what we call a Homepage document that is going to have all of the links that we're going to share with you today, all of the resources, but also it's going to have some prompts so that we can engage in some discussion and some interaction. And we love to use the Homepage as a best practice at CAST because it gives you an option to also have a record of our learning together. So the more that you can respond through the Homepage document, the more that will become a takeaway resource that you can go back to and review later. And if the link doesn't work for you, hopefully the QR code will work for you. So we have that on the screen as well. That uh QR code will also take you to the Homepage document. So, we are practicing Universal Design for Learning from the get-go by giving you some options and how you access information. So, I'm going to turn it over since I've already introduced myself. I also want you to know my really good friend Kelli Suding, who's also one of my colleagues at CAST. So, Kelly, I will turn it over to you for an introduction.

KELLI SUDING, PROFESSIONAL LEARNING AND IMPLEMENTATION SPECIALIST AT CAST

Thank you, Luis. Hi, friends. I'm Kelli Suding. I am a white female with brown glasses. I have red curly hair wearing a blue hooded shirt with a background that looks real, but it is just a mural of a bookshelf. So, that's me and I am so honored to be here. I loved everything about the introduction from start all the way up until now. So, I'm really excited to be here to support you all as we're all learning together and support Luis. So, I do work at CAST. I'm on the professional learning team, the PreK team, and I'm one of the implementation specialists, but my focus has always been accessibility. So, I am here. Uh, my camera will

be off. However, I will be the one in the chat when you have questions, I will try to answer; all the hard ones I will always give to Luis. I'm kidding. I'm kidding. But, so just know that I'm here. So, reach out to me directly if I can support you beyond just being live. So great to meet you all.

DR. LUIS PEREZ

Thanks, Kelli. It's always great to have great support. Kelly does a great job. We often tag team some of these presentations. So once again, in case you missed it, we will drop this link in the chat a few times, but this is our Homepage document. You can access it through a QR code or you can access it through a short link bit.ly/ArtsFund-CAST. The A in arts and the F in fund are capitalized and then CAST is in all caps. You will see the slides at the top of the screen. That's going to be the first link so that you can download the slides and we do that for a special reason here, is that we're very committed to making our presentations as accessible as possible. Starting with our slides. This is something that I actually stole from Kelli before she even joined us at CAST. This is a practice that we stole from her and little did I know that she was going to be my colleague at CAST. But it's making sure that we share our accessibility commitments at the start. That does a number of things. Number one, it raises awareness, right? We can't say, we can't mention accessibility often enough. Uh and also this serves as a reminder to us as the presenters of what we need to do to make our own content accessible. So we always have this slide in all of our presentations. Just to reiterate that we've done our best to make the slides as accessible as possible and we've done that by checking them with a built-in Microsoft Office accessibility checker. We'll mention that again a little bit later. If you take one thing away from this training today is if you're using the Office products, whether it's Word, PowerPoint, or Excel, please make sure to run the checker. If I could, I would be wearing a t-shirt that has in big bold letters #RunTheChecker. And that's just a great habit to get into, is just running that checker to make sure that it, you know, it's not perfect, but it's going to identify some of the things that a machine can figure out and then you can fix those errors or issues as you go along. So, we encourage you to run it as frequently as possible. But we also do some manual checks. That's where I come in. I am a screen reader user. So, I use technology that reads what's on the screen out loud to me, especially as my vision gets older and as my vision gets tired sometimes because my visual impairment results in eye fatigue. And so, I listen to content for a good part of my day. And so, I do a manual check with a screen reader to make sure that things are read out loud in the correct order. And then the last thing here is that we're sharing you the slides with you because maybe you want to download them and you want to open them on your own device with your own settings, right? Your own fonts or maybe you want to change the text size on your device or the colors. Uh yes, Miranda, quick question. Is the accessibility checker available in the online versions? And the answer is

yes. So run the checker whether it's in the desktop versions or in the online versions of these office products. All right. So, that's our accessibility commitments to you. Let's go ahead and keep going here. And I will warn you, you're going to see me move the cursor around. In case you're wondering, it's because I can't see it. So, sometimes you'll see me there's an accessibility feature that I've installed on my computer that puts a spotlight on it. And that's my accessibility feature. It helps me find the cursor. It's called Pro Mouse in case you want to use it. I use it for training a lot as well. So something that we often do at the beginning as well is we want to set our goals or intentions for our time together. So our goals for this session is to define Universal Design for Learning and accessibility and explain how the two are related. Universal Design for Learning is what we're known for at CAST. It's the work that we've done for the last 40 years or so and it's the framework that we pioneered as an organization, and then to share some CAST resources so that you can continue learning about accessibility and UDL on your own. And I want to mention here and I'll mention it again at the end. We do have two upcoming office hours. So, be thinking as we go through the presentation about questions that you want to have answered or that you want to go deeper into as we explore more of a how-to during those office hours. We'll do a demo or two here today, but again, an hour and a half is not a lot of time. So, that's why we've built a really flexible design here where we have the office hours to go into more detail. So today we really want to focus on the big ideas and the framing of this content. So I want to take a second and if you want, if you feel inclined to do so use the chat, let us know what is your intention for today. What do you want to get out of this? So we want you to approach this work in a very intentional - you're going to hear that word a lot from us at CAST - and a very goal- driven way because that's a big part of the work that we do.

And thank you for dropping the link to the registration for the office hours. If you'll notice at the bottom of the Homepage document, I've left some space for you to also ask questions that if we don't get to them today, those will be the foundation for us to get started with the office hours. That way I don't ask, does anybody have any questions? And I hear back crickets. So that gives us a starting point. But if you feel comfortable, please share your intentions. You could also come off mic. We just do ask that you stay muted. Um, right. We have that Katy, that option? People want to unmute or is that not possible? I see a thumbs up as I'm looking right at you. So, if it's easier for you, feel free to unmute and share your intentions. But I am seeing a few. And Kelli, maybe you can help me by reading a few of them out loud. "Text and image-based museum exhibits." Awesome. And I will share a couple of resources that we've developed that have to do more with – actually that was one of the questions that I answered about the space because uh we at CAST think that the space is like the third teacher, right, so there's the instructor in the room, there's the peers, and then there's the space and all three of those contribute to our learning so I love that.

Great, great. "I'm finalizing some training modules." Sorry, it scrolls on me, which is great for somebody with low vision. I want the training to be as accessible as possible. So, yes, we will give you some ideas to keep in the back of your mind today. "How to make multimedia like educational theater more accessible." I can tell you the theater community has done an awesome job um with something called pre-description. And just like we described ourselves today, we described our appearance, that's not always possible in a theater environment. But what you can do is provide pre-description of the characters and so on. So you can include that as part of the program and so people get a sense of what the scenes are going to look like and who's going to be part of the production. So I encourage you to take a look. We can, I can find some resources and drop those into the Homepage document, because there's a lot to learn from there. And in fact, I'm seeing that being used for video as well now because sometimes audio descriptions, when we describe what's happening in the gaps in the dialogue, but sometimes you have things that move really fast and you don't have space to provide those descriptions, but we can sometimes do some pre-description if you will. Great.

KELLI SUDING

So, this is Kelli. Do you want me to read a couple more?

DR. LUIS PEREZ

Yeah, a couple more before we continue.

KELLI SUDING

Okay. "I am a sewing educator that teaches classes and hoping to find more ways to make classes accessible to potential students." "I am hoping to improve learning access for a curriculum to be used for early learning teachers in my tribal nation." There are so many great statements in the chat.

DR. LUIS PEREZ

That's fantastic. And again, if we don't meet your intention today, I want you to note that as a question in the Homepage so that we can pick it up for our office hours because I'm sure others will benefit from the question that you've asked as well. All right, so let's go ahead and I'm going to turn it over to you. So, we're going to make this interactive right off the get-go here. So I want you to pretend that you just got into the elevator with somebody and you live here in Florida. Pretend you live in Florida, right? It's nice and warm most of the time here. Not today, but most of the time. And you just - most of our buildings where I live here are like three to four floors - so, you don't have a lot of time to go between when you get in

the elevator and when you get off it. So, how would you explain Universal Design for Learning to someone who just got in the elevator with you? Maybe they saw that you were holding a book, right? Universal Design. Dive into UDL would be a great book. See how that, how I worked that plug in, Kelli? That's that's my book. Dive into UDL, right? And they're like, what is that book about? What is Universal Design for Learning? So, uh, what would you say? And by the way, this is what we call a UDL move because what I'm doing by giving you this prompt is I am activating your prior knowledge. I'm activating all kinds of associations in your brain. So, this is something that we typically do in our sessions is activate your background knowledge and help you make connections between what we're about to learn and what you already know. While we do that, I am going to bring up the Homepage so that you can see what it looks like and we can see your responses there. So, again, here are all the links we're going to share today. Here are some of the answers to some of the questions you submitted already with some resources, but you will find some reflection prompts. So, if you don't mind, you can respond there. You can respond in the chat as well, whichever you prefer. So, let's see what we got. "A UDL is a way to intentionally plan an activity or event so people of all abilities can participate and benefit." Fantastic. Have you gone through some CAST training by any chance? Because you have a lot of our key words there. Intentionally is a big one. Doing a lot of lifting there and participation, right? Awesome. So, I see some people also typing in the Homepage. I see a badger and a rabbit. By the way, another UDL practice. The reason why we also use the Homepage document, if we were having some difficult conversations, some courageous conversations, sometimes people don't want to put their name next to their responses in the chat. Or maybe you're just on the shy side. But in the Homepage document, you can be a badger, a rabbit, I don't know, a pterodactyl. Sometimes it picks some really interesting creatures, but you can respond without that focus on yourself, right? Focus on what you want to express. So let's see what comes out here. And no cheating. Don't look ahead to the slides. We do have the answer. But I want you, the goal of this activity, this first activity is to activate your background knowledge. I see the word "accessible for all types of learners." "Building curriculum that is approachable by a wide variety of participants and then allows participation." I love that. I love the way that you're framing that because part of accessibility is also at CAST we think a lot about cognitive load. How much cognitive load is in this activity, right? So we're often thinking about how can we simplify things without reducing the rigor, right? We want to keep the rigor high, but we also want to simplify things to remove some sort of barriers that may not be relevant to the goal. So, we'll discuss that a little bit more later. I see lots of great words like "designing," "intentionally designing," right? UDL is a design framework. So, keep those coming. We'll try to, you know, read as many of those as possible. And also the chat. I will keep an eye on the chat as much as I can. But just for that, because you've all been so great, you get a big

hand. There you go. **[APPLAUSE SOUND EFFECT]** I have a soundboard here so I can activate sounds because I often present on very serious topics and I like to keep things light and lively. All right, we'll keep those responses coming. They will be there for everybody else to review. I'm going to go back to my slides now and I'll give you our CAST definition and then you can compare, how does this fit in with the one that you shared. So, Universal Design for Learning or UDL is a framework for designing flexible and accessible learning experiences based on how humans learn best. And the UDL move here is clarifying vocabulary to make sure that we're all on the same page when it comes to the vocabulary. I've highlighted two key words here, flexible and accessible. So, we want to make sure that we're providing options, right? That's a key concept within Universal Design for Learning. But those options need to be accessible as well. If they're not accessible, then what options are we really providing for some people, right? Some people, none of those options may work if they're not accessible. So, we want to make sure that we're providing options, which is the flexibility part, but we're also making things accessible so that everybody has access to those options. And UDL is based on how humans learn best because it's based on neuroscience. We are a learning organization at CAST and we do a lot of research in the neuroscience or in the learning sciences more generally to inform Universal Design for Learning and in fact last fall we did a big update of our UDL framework based on the latest findings from the learning sciences. So here's the three big ideas. We love the number three, again cognitive load, we can keep three things in mind at one time with, you know, not as much difficulty. So the three big ideas for us – and Kelli, feel free to chime in at any point as well – is honoring variability as the rule not the exception. In every environment we're going to find variability. It's predictable. It's systematic. We're going to find that people are motivated by different things. they've had different experiences and those experiences actually shape our brains, right? Our brains respond to stimulus, stimuli and experiences. So, all of our brains are wired in different ways because we've all had different experiences and we take in information in different ways and we're able to act on the world in different ways. So, that variability is something that we need to honor and celebrate, right? It's an asset to bring different ways of thinking and different forms of intelligence into any learning experience. And probably our biggest shift in thinking when we are practicing UDL is that the barriers are in the design. They're not in learners or if you're in an informal learning space, it's not in the people that come to your learning space. It's in the design of the learning space. So we try to shift attention away from sort of blaming learners or thinking that learners are broken and need to be fixed to, are designs working for people or do we need to redesign things to remove barriers that are not relevant to the goal? And then our last big idea is that we want to make learning agency the goal. And learning agency is that you are in control of your own learning. you take ownership of it. And part of that is giving people options and allowing them to make choices just like I did a

little bit earlier. I gave you the choice of responding through your voice, using, you know, muting/unmuting, and using the mic, through the chat, through the Homebase document. That gives people agency when they have choices and options. Kelli, anything you would add?

KELLI SUDING

Hi Luis, this is Kelli. So, one thing I would add about when we're honoring variability, just always considering that variability is also contextual. So, what I may need now could be different tomorrow. And it's also based on the circumstance, the environment, what is happening. And so, with UDL, we can predict that, because like Luis said, variability is not the exception, it's the rule. So, when we can predict those barriers, we can design for them. And so, knowing based on, again how our needs shift, based on many factors.

DR. LUIS PEREZ

Absolutely. Great point, Kelli. And likewise, when we think about, uh, disabilities, right? You can have a permanent disability, you can have a temporary one, right? Maybe you were born blind or you went blind like me or you're losing your vision or maybe you have an eye infection and can't see as well, right? It could be situational. You're at the beach or at a park and you're trying to read on your tablet. And so things like glare or loud noise can get in the way of you being able to learn. Or your disability could be dynamic as Kelli just mentioned. So I have a dynamic disability. I can read standard print for a good part of the day, but for a good part of the day, I can't. And so my disability is dynamic in that way that it changes over time. And so my needs in the morning are going to be different than my needs in the afternoon. The last point that I want to make about this is that most disabilities are non-apparent. And that's the term that we prefer to use is apparent versus non-apparent. And I have both because I have a non-apparent disability when I'm just sitting here looking at the screen, but the moment that I walk out the door, I also use a white cane and that becomes an indicator of my disability. I can't navigate the learning environment without my white cane. So then it becomes an apparent disability. But the majority of disabilities are non-apparent. So we need to keep that in mind as we design experiences and environments. So, let me give you a few metaphors and then we'll take a quick breather. I love metaphors. We love metaphors at CAST because again they help us explain things in simpler terms. And I'm going to try to make you hungry because I know it's morning there for you. So here's a few metaphors. The dinner party. Traditional design would be we just create a lasagna and that's what only thing on the menu and when you get there you get lasagna, whether you want it or not, right? Whether you, maybe you're lactose intolerant, right? And you can't eat the cheese or maybe you don't want to eat meat either for dietary reasons or ethical reasons or religious reasons, whatever it may be. Well, guess what? You

get to go without eating if there's nothing else but the lasagna. With UDL, instead, our metaphor here is the taco dinner. We have a taco dinner where the ingredients are all labeled and you can get to them, right? And you have options. If you're a vegetarian, maybe you can use tofu, if you don't want to eat meat for whatever reason, right? Maybe you had dental work done or maybe you just don't like it from a texture perspective or whatever it may be. Or maybe there's certain vegetables that you're allergic to. Like a friend of mine is highly allergic to tomatoes. So if we give you the option of including the tomatoes or not, then you're able to find the meal that works the best for you. So that's what we want to do with UDL is provide options, provide choices. Here's another one. The GPS in the sense that with the GPS, right, we may all have the same goal of getting to a specific location, but the way that we get there may vary, right, depending on traffic or whether we want to take the scenic route or we just need to get there as fast as possible. So, it depends on our goals. And a GPS unit is great because it gives you the information in multiple formats: visually, auditorily, right? You can turn on speech and they can tell you when it's time to turn so that you can keep your eyes on the road. Two more. The cockpit of a plane. So, with a plane in and we've known about variability for a long time since the 1950s 'cause the military discovered the importance of variability when they redesigned the cockpit of their fighter jets. They actually installed a very simple device. It's called an adjustable seat and adjustable controls so that you can move up or down depending on your height. So what that did is it then allowed a certain group of people to become fighter pilots. Anybody want to guess who those people were? Kelli, who do you think those people were that were previously excluded? Oh, there we go. "Women." Absolutely. And this is important because it meant that women could get the flight hours that they needed, right? And they could get into aviation as a career. And now we see them all the time as commercial pilots, right? It's opened up that workforce to women. Last one, a bicycle. This is my favorite one because I am a technologist. And whenever I choose a technology tool, similar to the cockpit of the plane, I want it to be adjustable. I want to make sure I can change the fonts. I can change the colors. I can change the speed if it's reading out loud to me. And that's the same way that when we buy a bicycle, we don't buy a bicycle for tall people. And we don't buy a bicycle for people that are not as tall. We just buy a bicycle with an adjustable seat and we raise or lower it depending on our needs. So technology should be flexible. But also think about how we learn how to ride a bike, right? We learn how to ride a bike with some supports at first. What are those supports? Your training wheels or your parents or a caregiver, right? Somebody may be there to hold you and so that you don't fall. But what happens over time is you learn how to ride the bike and then some of those supports may be taken away. Now there are people who may need those supports permanently, right? That's why we have tricycles. That's why we have different types of bikes as well. So we have options there. Any other metaphor? So, if there is any other metaphors that maybe

I've kind of activated in your brain, something that makes sense. Uh maybe something from the arts. Can you think of something from the arts that is like UDL? I think there's lots of examples in the arts, by the way. So, we are in a great position here to practice variability. and I'll try to see if you put anything into the Homepage document. Let me see if I can get there. What metaphor would you use from the arts? Anything that comes to mind?

"Touchable sculptures at a museum." I love that. Yes, absolutely. If you're, if you're blind now, you have another way to experience that sculpture. But also kids love to touch, right? And the tradition has been like, Oh no, this is art, like, you know that, you don't interact with. You just kind of stand there as a bystander. I love participatory art, things that you can touch and you can interact with. That really enhances the learning. So I love kid's museums as an adult, I love going to them because they really do a great job of modeling accessibility and making things approachable. So, I appreciate that example. Any other ones that come to mind? Think about the different media that we use in the arts, right? And each of them has its benefits or the, you know, the pluses and minuses, right? So, we use different media depending on what we're trying to accomplish with the art. Absolutely. Different ways to experience a museum exhibits, right? And and I have to tell you, museums have been champions of accessibility for a long time, because they probably see the greatest variability of anybody, right? You don't never know who's going to come through the door. So, we have to be prepared for that and have lots of options for how we engage people with our environments. So, "a choir," oh, I love that. All these voices come together, right? And they contribute to harmony. Oh my goodness, I love that. And some examples here from the arts, right? If you give 10 people a paintbrush and ask them to paint the same thing, right? That's a great example. Uh those paintings are going to be very different based on their previous experience, how they heard the instructions, and so on. I love it. Love it. Love it. Keep those coming. I'm going to steal them, by the way. So, just know that. Uh I think it was Steve Jobs that said that, you know, great artists steal. No, they don't steal. They use it for inspiration. Let's use the right term here. Great. Well, keep those coming. I really appreciate your contributions. Makes this a lot more fun. Okay, so that's UDL. Let's move into accessibility a little bit. So, if you want to learn more, we do have our whole framework. It's available online for free. It's called the CAST UDL guidelines. And this really breaks down the framework into specific considerations that you need to keep in mind as you either design new environments and experiences or as you redesign them. And as I mentioned earlier, we did a big update to the UDL guidelines recently with a greater emphasis on identity and belonging and making our framework more culturally responsible, or responsive and responsible, right? It's both. So I encourage you to visit the UDL guidelines. Take your time exploring them, and learning from them. They're there for you. But this is what brings us to accessibility. You won't find this anywhere else. This is something I created for myself to make sense of the UDL framework, and this is an overlay

of the UDL guidelines where I've put in a box because the UDL guidelines are divided into three principles. Multiple means of engagement, right? We know people are motivated in different ways. So, we need to provide options for how they engage with learning. Multiple means of representation. We know people take in information in different ways. So, we need to present the information in a variety of means. And then multiple means of action and expression, right? People are able to navigate in different ways and they're able to respond in different ways. So, we need to provide options for how they demonstrate learning and demonstrate what they know. So, that's important, those three principles. You can think of it like when we design an activity, we want to engage people, we want to present the information and then we want to get some feedback or in some cases we want to assess, do they learn what they're supposed to learn? But what's important to me, even more important to me is those layers from top to bottom of this framework. Their access, support, and executive function. So what we want to do is start by creating a foundation of accessibility, safety, and developing a welcoming learning environment. So one of the things that often gets ignored is tone. So when we're designing an experience or an environment, what's the tone that you know it gives off to people? Is it cold or is it inviting and is it warm and friendly and inviting? Right? So thinking about how we make people feel in an environment, because all learning is emotional to quote our founder David Rose. And then once we have accessible information and a safe learning environment and a welcoming one then our goal is to support learners in making learning meaningful. So the goal with UDL is not just to make access information accessible, right? It's to help people take accessible information and make it meaningful for themselves, right? Turn it into knowledge they can use. So accessibility is our foundation, but that's not where we stop. UDL, if you can, if you want to think about it, is accessibility plus. So accessibility is our foundation, but we do a lot more beyond accessibility, and one of those things that we do is really help develop people's executive functioning, which is the parts of the brain that come online the last in people. We now know from the neuroscience that your executive functioning is developing into your late 20s, sometimes your early 30s. So, the executive functions really help you plan and be intentional and goal directed. And so part of our work with UDL is to help you build your self-standing. How do you learn best? And then to take control of that learning, right? Take ownership of it. That's learner agency. So that's the big picture. Now, let's dig in a little bit. But first, what questions do you have so far about UDL or comments or reactions? What's resonating with you from what I've said so far? So, I'm going to take a break here. I'm going to, in fact, I may even play some soft music. I'm a big believer in music as well. Speaking of the arts, I'll play some soft music. Let you think about it and then let us know what is resonating with you. Oh, finding the cursor. It's my biggest challenge in life. There it is. Here's some soft music. Let you help you think. **[MUSIC]** What's resonating with you? That goes to you, Katy, as well, and our friends at ArtsFund.

What's resonating with you? **[MUSIC]** Ooh, “all learning is emotional.” Absolutely. There's no separation between cognition and emotion. Fantastic. “Thinking about abilities as being dynamic and contextual.” Thanks for that reminder, Kelli. “Flexibility is the rule.” And please give people some shout outs. Give their flowers by using the reactions. I don't know if you can hear the music. Hopefully, you're hearing some soft music. Yes. Excellent. Someone loved the GPS analogy. We do too. You could add it here in the chat or you could add it in the Homepage as well. So, multiple options. **[MUSIC]** Oh, somebody's coming to this workshop through the choir and they hadn't thought of the choir as a UDL metaphor. I love that. Absolutely. We all come together, right, with our own talents, our own part, our own parts, but we make a whole that's even stronger. By the way, UDL is an asset-based pedagogy, not a deficit one. Because with UDL, we focus on what people do well and how could they do it better and then sort of showing up the areas where they could use some support so they can do their best work. Excellent. Thank you everybody for sharing those. I appreciate it. We're really big on reflection at CAST. That's why we have these prompts here. All right, so accessibility. Let's see. You know what? I think this is a good time to take a quick break. What do you think, Katy?

KATY CORELLA

Let's do it. Yeah, let's all take five minutes to take care of ourselves and step away from the screen and do whatever you need to come back refreshed. So, let's all meet back up here at 10:50 and I will try to screen share a timer for five minutes.

DR. LUIS PEREZ

I can do that.

KATY CORELLA

Oh, wonderful. Thank you, Luis.

DR. LUIS PEREZ

All right, I can show you another one of the tools that I myself use called time timer. So, yes, let's come back in 5 minutes here. No, maybe not. I thought I had it installed on this device. No worries. You know, here's what I often do. I'll show you a trick. If you go to Google...

KATY CORELLA

Yeah, I have that pulled up.

DR. LUIS PEREZ

And you say set timer. We're going to say 4 minutes now. There you go.

KATY CORELLA

Thanks, Luis. All right, see you back at 10:50.

DR. LUIS PEREZ

Yep. Enjoy some music too. **[MUSIC]** We have about 30 seconds left before we come back together. Alright, I'm going to start fading the music out. We'll come back together. Let's see any other responses. Alright, let me go to the Homepage as well. See if we have any new responses there that I've missed. Great, great, great. Awesome. All right, let's see. Hopefully everybody's back, you got some water, you used the restroom, you looked into the distance. I always encourage people, look into the distance so that you give your eye muscles a chance to rest as opposed to, you know, fixing on a point for an extended period of time. So whatever you need to do to have a good experience. All right. So, as I mentioned earlier, accessibility is foundational to Universal Design for Learning. Uh, something that we like to say at CAST is that you can have accessibility without UDL. You can't have UDL without accessibility. And with Universal Design for Learning, our goal really is to go beyond compliance, right? That's accessibility. You can do accessibility and check the boxes and comply with the legal requirements. We want to go beyond that. We want to make sure that people don't just have access to information, but they have a good experience with that information. So again, the goal is not just to make things accessible, it's to make things accessible in the service of learning or in the service of accomplishing whatever goal you have. Right? So it's accessibility and beyond. So we wanted to share this definition with you. This is our working definition of accessibility that we try to follow at CAST. And this was inspired by a 2010 Dear Colleague letter that the US Department of Justice, the Office of Civil Rights sent out to university presidents. And the definition of accessibility here is originally it was when people with disabilities can do three things, but we work at CAST, so we expanded it to everyone, including people with disabilities, right? So everyone, including people with disabilities, can do three things: they can acquire the same information or meaning, they can engage in the same interactions, and they can enjoy the same opportunities. Those are our three goals when we design an accessible learning experience. But there's some qualifiers here and the qualifiers are just as important as being able to do those three things. You need to be able to do those three things in a timely, equivalent manner. So what does that mean in a learning context? It means that I get access to information and to learning at the same time as my peers who don't have disabilities. If I have a disability, if I don't get that access at the same time, if I get access a week later, then I'm at risk of falling behind and then that's not fair. It's not equitable. And then that access has to be equivalent. So even though it says access to the

same information and the same interactions, the same opportunities, it may be that in some cases we have to provide a different option but the goal is to reach equivalency right to make sure that there's an equal opportunity, right? It's equivalent, the access is equivalent so that definition then drives our work um whenever I'm evaluating a new tool that somebody has submitted for review. That's what I'm thinking in the back of my mind is, can everybody that comes to this tool or this experience, can they do those three things and can they do them in these ways, in a timely way? Right? Access is timely and it's equivalent. I'm going to play a video now and I want you to ask you to reflect on it. So, as you watch the video, what are you noticing? And what do you wonder? So, what do you notice, what do you wonder as you watch this video. And this video has audio descriptions. So, that's one thing that hopefully you'll notice. But what else do you notice? And what do you wonder? So, I'm going to play the video. It does have captioning.

VIDEO AUDIO

NARRATOR: A shop called What's in Store is open for business. Security cameras show that nearly all the products on the shelves are blank and have no information on them. A woman walks into the store. She looks at the blank products and is very confused.

SHOPKEEPER: Uh, is there anything you're particularly looking for? **SHOPPER 1:** Um, an explanation?

NARRATOR: One by one, more customers enter, each as confused as the last.

SHOPPER 2: What's all this unmarked stuff? **SHOPKEEPER:** Oh, this is just regular food.

SHOPPER 2: What's the deal? How can you tell what's what? They don't even have signs.

NARRATOR: A woman points to some tins. **SHOPPER 2:** Are these different, the different cans?

SHOPKEEPER: Not necessarily. No.

SHOPPER 2: This is crazy. Are you sure this isn't some kind of massive joke?

SHOPKEEPER: How? **SHOPPER 2:** So, you don't know what it is?

SHOPKEEPER: No, I don't.

SHOPPER 3: And you know, obviously, but how do we know?

SHOPKEEPER: No, I don't know either.

NARRATOR: A title reads, "Everyone should have the right to know what they're buying. Yet nine in 10 blind and partially sighted people find it difficult to access crucial information on packaging."

SHOPPER 4: There's no nutrition value. There's no fat. There's no salt. There's no sugar written on the labels. When do you know what you're getting? What if you have a nut allergy?

SHOPKEEPER: Good question.

SHOPPER 4: My mind is working overtime right now trying to figure this stuff out.

SHOPKEEPER: So just imagine if this was your regular shopping experience like if you went to this is the regular shopping experience for somebody who's partially sighted or blind.

SHOPPER 4: Right. I see.

NARRATOR: Quotes from people with sight loss read, "I have to depend on others to read it for me. It's denying us our independence."

"I want manufacturers to take notice." A title reads, "We're working with brands and supermarkets to make their packaging more accessible, but there's still more work to do. Find out how you can help at rnib.org.uk."

RNIB. See differently.

DR. LUIS PEREZ

All right. What are you noticing? What are you wondering about? Any memorable phrases? I have a few that stood out. Katy, let me put you on the spot to get us started. What's something that stood out for you? What did you notice?

KATY CORELLA

I mean, this is kind of a silly thing, but when I first looked at the store, I thought it was a sort of like an office supply store. I thought they were post-its. I I couldn't imagine that it was food. It was so outside of kind of my worldview that it it took me a minute to wrap my head around that.

DR. LUIS PEREZ

Let's see. "The pure surprise on people's faces is interesting." "Regular shopping experience for people who are partially sighted or blind" is something that stood out to Tess. "The message sticks." Somebody said, "Good example, experiential learning." And then somebody said, "It makes me think about what's in my control and what isn't and how I can implement change." I'm also going to look at the Homepage document and see what y'all are saying. So, that's another place where you can share your reactions to the video in terms of what do you notice, what do you wonder? Let me ask you this. Did the audio description improve your experience or did it get in the way? And uh somebody brought up a good point, and this is a challenging area of audio description, is objectivity. And it's difficult, there's no formula for it right? To quote Kelli, the great Kelli Suding, a lot of this is contextual and nuanced. Can you think of other examples um I can think of one from the digital world that might be like this, right? Because this happens all the time. It happens to me. I'll give you an example from my own lived experience, and so it doesn't have to be an extreme thing like this, but I get a lot of information sent my way as PDFs. And often people don't scan the PDFs in the appropriate way to make sure that everything is tagged for screen readers. So, guess what happens when I get the PDF and I open it with my screen reader? It might as well be a blank piece of paper. I can't read any of the stuff in that, any of the content in that PDF. Or imagine that you're deaf and we decide a museum exhibit, we play a video and there's no captioning. There's no sign language because we can also provide sign language as part of a video. If you're deaf, right? Completely deaf, then isn't that a blank piece of paper or a store where things don't have labels and you don't know what what's what happening, right? So, there's lots of examples. They don't have to be that extreme like the What's In Store, where this happens when we don't consider accessibility. So it's good to start from a place where we don't consider accessibility and now we're going to show you how to think about accessibility and how to do it. So I want to share with you

three big ideas and I'm going to pause for your reactions. Three big ideas of accessibility. Big idea number one is the curbcut effect. What is essential for some is helpful for most. And what we have here is an illustration from a site called X Sketch Explanations. And it's a city scene and we have somebody in a wheelchair crossing the street, right? And that's who originally curb cuts were designed for. And little piece of trivia, the first curb cuts were implemented in Kalamazoo, Michigan, in the area around a hospital for returning veterans from the Korean War. And so they started building these curb cuts so that those veterans could navigate the city a little bit easier using their wheelchairs. But what else do we see in this scene? Who else benefits from the curb cut? We see a delivery person who's pushing a cart with heavy equipment or heavy boxes. We see parents or caregivers pushing a stroller. We see people waiting for a bus and they have heavy luggage, right? And they may have to cross the street once the bus lets them out. We have bicyclists. We have many other people who can benefit from that accessibility. So the curbcut effect really describes that impact that accessibility has beyond people with disabilities. We all benefit. So that's big idea number one. Big idea number two, it's one of my favorite quotes in accessibility and it's about being proactive and not reactive. And the quote is you can't add the blueberries at the end and call it a blueberry muffin. And it's from a designer called, her name is Cordelia McGee-Tubb. So you can't just take a regular muffin, throw a bunch of blueberries on top of it and say this is a blueberry muffin. You really have to bake the blueberries into the batter, right? And then that becomes a blueberry muffin or a chocolate chip muffin or raspberry muffin or an omelette. Same thing. I can't just put a bunch of scrambled eggs and throw the vegetables on top of it and call it an omelette. Right? So accessibility, we need to think about it from the beginning. I'm going to go back to the previous example of the PDF. Where do most PDFs start? Right? They don't start in Acrobat, they usually start in Google Docs or Microsoft Word. So if we implement accessibility in those authoring applications, then if we do decide to share it as a PDF, a lot of the accessibility is going to be baked in already. So always like work backwards, start from the source, right? Implement it as early as possible. And then the final big idea is with accessibility, it's a journey. And this is something that I remind myself of every single day from Maya Angelou. It's actually not her, by the way. Nobody knows, but we'll go with Maya Angelou because that's what the internet told me. She said, "Do the best you can until you know better, and when you know better, do better." That applies to all of us. Like, I'm not going to get it right 100% of the time, but what I can do is get it better. Right? So the idea here is don't let perfect be the enemy of good, right? There is by the way no 100% accessibility. Why? Because what Kelli mentioned earlier, it is contextual. It's nuance, right? People are really varied, right? They have a lot of variability. But by aiming for 100%, we get closer and closer to it, right? We hold that ideal in mind and we get closer and closer to something that's better and more accessible. So, let me pause here and then I'm going to get into the how-

to. I want to leave you with some practical steps you can start taking. Any questions or comments that you want to share at this point about those big ideas or just the definition of accessibility? Hopefully you can add to your definition of accessibility. Uh, one thing that I will add here is that when we think about accessibility, we want to think about function, right? Is it functional to as many people as possible by design? And Kelly is throwing down some, you know, some mic drops in the chat because she does this presentation too. So as she says “lack of knowledge does not mean lack of intelligence,” right? And with UDL we even question the idea of intelligence itself, right, often because we live in a capitalist society. I'm going to be controversial here – don't worry, Katy, you won't get fired – but we live in an individualistic society and I'm glad that you acknowledge our First Nations at the beginning, right, we have kind of moved into more in an individualistic way of learning. Other societies really value the collective and one of the things that we've tried to emphasize in our update to the UDL guidelines is that intelligence is collective as well. We can do more together than we can do apart, right? So, we don't have to do it all on our own. And that applies to accessibility as well. We're better together, right, to quote Kelli again. So valuing the collective is really important. We really believe in that at CAST: collective intelligence. Anything else that's resonating before we move on to the how-to or at least start on the how-to and then we'll continue digging into it in our office hours? Or anything you want to add. Kelli, put you on the spot since you're dropping bombs in the chat here.

KELLI SUDING

This is Kelli. I think you've got it all covered, Luis!

DR. LUIS PEREZ

Yeah. My apologies. That was a bad metaphor. I should know better. I went to Quaker school. That's a very militaristic metaphor. Sometimes we swing and we miss. Sorry about that. At least I stopped myself right away.

KELLI SUDING

There you go.

DR. LUIS PEREZ

But we did have a sense of humor at my Quaker school. Our mascot was a fighting Quaker. I'll let you pause for a second... a fighting Quaker. Quakers are pacifists in case you don't know. So, a fighting Quaker is kind of an interesting idea. All right. Well, let's continue here. So, let's give you some tools. There are accessibility standards, right? There is something called the web content accessibility guidelines. Are you ready for this? In WICAG, the web content accessibility guidelines the version 2.1, which is the legal requirement in United

States even though 2.2 2 is out, but 2.1 is the legal requirement. There are 78 criteria. Are we going to teach you 78 criteria in the next 20 or so minutes? No. That would be overwhelming to me. I got tired just thinking about that. What we're going to do is we're going to focus on five. Sorry, that went fast there for whatever reason. We're going to focus on five. And I've come up with a mnemonic to help you remember those five. And the mnemonic is SLIDE. In fact, I have a song to go along with it. You can probably guess what the song is if you've been to weddings, bar mitzvahs, other family or friend celebrations. So, let's give you a few minutes here of The Electric Slide to help you remember this. You can dance if you want to. You've been sitting there for a while. So, move those shoulders. Move that head around.

[MUSIC: "THE ELECTRIC SLIDE"]

Okay, I've activated your memories. Now, let's stop the music. So, SLIDE basically, we're focusing on five practices that have a big impact with a minimum of effort. And it stands for... actually I think it's on the next slide screen here. If not, I'll bring up the website. We do have a web page: aem.cast.org/create. And when you go to that page, you're going to get everything you need to practice this on your everyday work, right? You'll have handouts that you can use as job aids so you can print them out, have them by your computer as reminders. You have a video playlist of how-to videos with closed captions. And I've even given you practice files that have before and after. Let's see if I can bring that up so that I can show you. Let's come to this tab over here. And so I'm going to aem.cast.org, the create tab, and then creating accessible documents. We won't be mad if you stick around and explore all the other options in this menu. I think they'll be beneficial to you. But here's what SLIDE stands for. Styles. That's the S in SLIDE That's what we're going to focus on quite a bit today. We want to make sure that our documents have a structure and that that structure makes sense. It's like when you're building a house, right? You want to have a solid foundation. You want to have the framing be strong and then you can build around it. So our foundation for an accessible document whether it's in Word, Google Docs, on the web, PDF, is we want to have a good structure using styles. And I'm going to show you that. Most of my demo is going to focus on that. We want to make sure that our links are descriptive, right? So we're not using "here" as a link text or "click here" because people that use screen readers often will bring up a list of all of the links. And if they all say here on that list, what's here? So, we want to be as descriptive as possible. And you'll see examples in this very document. Right? I'm making the link text be as descriptive as possible: heading structure video from the Office for Civil Rights. It's clear even without the surrounding text what you're going to find if you follow that link: that it's going to be a video, that it's from the Office of Civil Rights, and that the topic is heading structure. So, making

sure that links are descriptive and meaningful out of context. Making sure that our images have text descriptions, right? So, that whether you can't see them or maybe you have them turned off. We've learned that often when people are in remote locations, they can turn off the images to save bandwidth. So, we need to have a placeholder. So when images are turned off, you still get the meaning that the image conveys. Making sure that a design is perceivable in high contrast. Again, there could be a situational disability, right? And Kelli's giving you a great example there. Which of those makes a lot more sense: click here or CAST website, right? So, sorry, going back to the previous example, the design, we want to make sure that you can use it no matter where you are. If you're at the beach, if you're at the park, if you have high contrast, then you can still use the design in harsh lighting conditions. And then evaluation is, let's check our work. Let's check our work using that built-in checker if one is available. So, this page is there for you. Here are the handouts. These are PDFs, accessible PDFs. You can download them. They're like two pages. You can download them back-to-back and just have them for reference. And then at the bottom you'll find the practice documents. And they're available in both formats, in Office formats and in Google formats because these are just principles. You can apply them in different tools. Right. All right. So here's what I'm going to do. Kelli shared a link in the chat to a practice file. The practice file comes from a Washington resource. I didn't plan this on purpose, but the University of Washington has a great website called the Accessible University demo site. Let me see if I can find my cursor. Let's see. How long does it take me to find my cursor? Well, you're getting to experience life like me right now. There it is. Okay. So if you go from the Homepage document, you can do a search for Accessible U -- whenever you are live, right -- you try to type University of Washington, it gives you before and after websites because this is intended for web people that work on websites. But you also have accessible and inaccessible versions of Word documents, PDFs, and even PowerPoint presentations. We're going to use the Microsoft Word document, which is a syllabus. And I've already pulled it up. So, at first glance, this looks like an accessible document, right? It has these headings that we talked about, right? So it divides the content into sections so that it's more manageable for the reader. And then then, you know, we can navigate -- or can we, that's the question? Can we navigate using those headings if we're using assistive technology? So let's start by following our best practice here and that is to run the checker. So if I go to -- yeah, go for it, Kelli.

KELLI SUDING

You might expand your current screen a little bit.

DR. LUIS PEREZ

Yep. Hold on. Is that better?

KELLI SUDING

Yes. And maybe the bottom? Pull it down.

DR. LUIS PEREZ

Oh, sorry. I can't see it, so I don't know. Is that better?

KELLI SUDING

Yes. Perfect. All right. So, let me show you how to run the checker. I'm going to use my handy dandy spotlight here. Let's see. There we go. If I go to the Review tab of the ribbon, so this is all the way at the top of the screen. The ribbon is where you find all your settings for Microsoft Word, PowerPoint, and Excel. I'm going to choose the review tab. And then I'm going to look for what looks like a little person and a paper, a piece of paper with a little person in front of it. And it will be labeled as well. Check accessibility. And then I will select that. And over on the right-hand side, it's going to open up a new pane and it's going to tell me that this, document doesn't have any accessibility issues. That's because I chose the wrong one. So, let's go to Window, choose the not accessible version. There we go. I had this plan as a Julia Child's demonstration where we're going to cook a little bit and then I'm going to pull it out of the oven. It's going to be done. So, here we have, it says keep going, right? There's still some issues with this document. One of the issues is we have missing alternative text. So there's an image here, a logo, and I can select the issue that it brings up. And by the way, these errors or issues, these are the most common ones that Microsoft has analyzed hundreds of thousands, maybe millions of documents that have been run through the checker and these are the most common errors that they found. Right? So, it's based on data. So, let's just fix this one real quick. What I can do is choose the option missing alt-text. Notice it highlights it in the document so we know which instance we're working on. If there were multiple instances here, we would see some arrows at the top and we could navigate from one instance to the next using those arrows. So, here what I need to do is I need to put a description in here. So, I'm going to say, I'm going to keep it simple - logo, right? This is a functional image. It's performing the function of a logo. So, we don't have to describe it as in much detail as we would other images. And we're going to get into that during our office hours. Now, if this image were just there for pure decoration, I do have the option here of marking it as decoration. When I do that, then if you're listening to the content with assistive technology, it's going to say skip it. You don't need that information. It's just there to make things look pretty. So now, if I go back, right, if I go back to my errors here, oh, I forgot to save it. Always save it, save it, and approve it. Now, if I go back, notice that error is gone. And I could go through and in many of these cases, it will actually give me some helpful hints. So, whenever you see this little question mark icon,

you can choose it and it tells you, gives you some information or a link to a resource that shows you how to fix it. So, this isn't just a way for you to check your work. This is a way for you to learn about accessibility. It's like a built-in tutorial, right? Not just a checker. But there are some limitations and I'm going to show you one. Basically, it says that it passes for document structure. Is that true? What do you think? I'm going to put you on the spot, Kelli. Does this document pass for heading structure? And if not, why not? I have a foil here with Kelli.

KELLI SUDING

This is Kelli. We have a table in our document that is—I, without doing the checker myself, probably does not have tags or it doesn't have - it has all normal text maybe?

DR. LUIS PEREZ

So the so the issue here, it says no headings in document right? We do see some headings so it's saying that it passes that check but here's the issue: these headings are indicated just visually, they're not indicated functionally so what we want to do is we want to indicate that these are headings functionally. I'm going to give you a tool here that will help you do that and this tool is available whether you're in Office or you're in Google Docs, Microsoft Word or Google Docs. They're just called different things. So, what I want you to do if you're following along, go to the View tab and choose the navigation pane. And I always have this open. I closed it just for demonstration purposes. So, the navigation pane. Now, if you're on Windows, you're going to look for the tab that says headings. really intuitive headings. If you're on the Mac, we try to make things a little bit more difficult. And I'm a Mac user. I can say that, by calling it document map. It's the same thing. It's just a list of all of the headings on the document. So notice that it's empty. Our headings list or our document map is empty. The reason for that is that when these headings were created, what the author did was they selected the text, they went up to their options for formatting and they made it bold, right? And they made it bigger. So that changed the text visually, but it didn't actually change it functionally. So, the way that we change it functionally is we go up to our styles pane. And the best practice is every document or web page should start with an H1. So, I'm going to do that here. And notice it changed the appearance a little bit, but that's okay. We can fix that very easily in just a second. So, heading one basically tells us this is the title of this document. For headings, for the sections, we're going to use a heading level two. Oops, I missed missed a letter there. Heading two. I want you to keep your eye on the left side of the screen to our document map. Course objectives. Anybody in the back of the room heading level two, right? Class schedule heading level two. Grades adding level two.

KELLI SUDING

Can we -? This is Kelli. Can we let the record reflect since this is recorded that Luis asking me this question without opening the navigation pane first. So visually it looks like there's headings but they're not. So great pass to me, Luis.

DR. LUIS PEREZ

So now now we have a good structure here, right? We are baking the blueberries in to go back to our metaphor because now if I were to export this document as a PDF or as HTML, any other format, right? This structure is going to travel along. It's going to be part of our document. So here's what's cool about this. Here's the functional part. Let's say that I'm on a long document and what I want to learn about I've scrolled down right to grades but I really want to go back and see what's the textbook that I need to purchase. Check it out. Watch this magic. Click on textbook in the headings pane or the document map. Click on class schedule and it's taking you right to that section of the document. This has now become a table of contents for the document. Who benefits from this? Screen reader users. Who else benefits from this? People with ADHD. You want to guess why people with ADHD might benefit from this? Kelli, what do you think? Why would they benefit from this?

KELLI SUDING

This will be, this will be an easier assist just to be able to be organized and just visually be able to find things easily just by looking to the left. Because if I would say, okay, go to your grades, I'm going to start scrolling and get lost in a lot of information and hard to really have that focal point.

DR. LUIS PEREZ

Absolutely. You got it right. Exactly what you just said. So, if we give the this table of contents, um, people can navigate to what they need without getting lost in the details. And by the way, here's another thing we can do. We can create a little bit of space at the top here. And we can make this even more explicit by going to our references and adding an actual table of contents. And guess where the table of contents came from? Our heading structure. So now we can do the same thing here. Whether we open that pane or not, we have a table of contents. And our best practice is that if a document is longer than nine pages, you should have a table of contents to facilitate navigation. So, I know we're running out of time, but I'm going to show you a little bit of magic here. And again, we could continue this during our office hours. Now, I don't like the way that... Let me do it with the uh with the uh H1 first. I don't like the way that it looks. So, here's what I can do. I can go to the home tab and I can change this. I make it bold and I'm going to make it a little bit larger. 18. And with this selected, notice that H1 is already selected, right? Because we've added that functional element to it. I can right-click and just say update to match selection. And

maybe, you know what, I do want it center. So, I'm going to do the same thing. I'm going to select it once, make sure it's centered, and then update heading level one. Now, anytime that I assign the heading level one style, it's going to be centered. Let's show it to you a different way here. I want all my H2s to be a certain color in a certain style. All I need to do is select one, go up to the top here, make it bigger, make it bold, and then go up to H2 and watch the magic here. Update heading level two. Watch what happens to course objectives. Oh, now they all have that same style. So, it's consistent, right? They all have the same size, the same color, and so on. I could also do it. Uh, let's change the color. This will make it more obvious. With that selected, I can say update. There we go. Notice how they all change color. So, that's one of the benefits of using styles is that we can make these changes once and then they resonate throughout our document. Right? There's a lot more we could do here. Um, what I'm going to do is bring up like Julia Child. I'm going to bringing up the fully cooked version. One of the problems with this document is this table here. Problem is that it has some merge cells. The homework cell here, it actually spans two rows. That's going to cause some problems for screen reader users. So, I want you to keep in mind this design here. And I'm going to bring up the fully accessible version. Well, as accessible as we can make it. And I'm going to show you the revised table. Which one is better? So number one, this like the eye doctor one two. There's the original table. Here's the more accessible table. I took out homework since it was only one category. And then I made sure that there's an equal number of rows, right? There's no merge cells here. There's no split cells. Um, this will make a lot more sense uh to a screen reader user. And I also added no reading assignment for this cell. It was blank, but you could get confused if you just heard blank. So instead, I made it more explicit that there's no reading assignment during that week. And lastly, because we have multilingual learners, I also marked up the French in this document. If I go down to the bottom with the text selected, notice that I can choose different languages here. And I've selected French, but if I select it, I can also choose different languages depending on what the text is, what language the text is in. This is really important because if I'm using text to speech or a screen reader, if I don't do this, when it gets to the French, it's just going to read it with an English voice and it's going not going to sound great. But if we basically what we're doing is adding tags to make sure that the content is recognized appropriately and then the screen reader will change voices. In fact, in mine, when I get to different language like Spanish, I have a woman who comes on and reads to me and in English, I have a man. So, just so that I can tell them apart. So, um again, so this is what we can get into. You can try out these steps on your own and then during our office hours, we can do dig even deeper. But you do have the resources to continue learning. So, as we wrap up here, I don't want to keep you longer than you signed up for. Do come to those office hours, I'm going to give you a challenge. The challenge is to try to stump us. Bring an accessibility challenge that you've been thinking about for some

time. Bring an artifact that you're working on and then use us as a resource to either help you fix it or at least get started on trying to address the issues that it has. So, that's what the office hours are for. I know that you have a review or an evaluation, but that's all the content for us. So Katy, if you want to drop the evaluation link.

KATY CORELLA

Yeah. Yeah. So, I would just like to thank you all so much for being here. Really appreciate your time and your interest in working towards integrating Universal Design Learning into your systems. We'd also like to thank our brilliant cast uh experts who were here with us today, Luis and Kelly. And we are so very looking forward to our office hours with them. So, so many of you had really great questions. Those two dates, the 3rd, December 3rd and December 11th, are really there for you to drop in and bring any questions or anything that you're working on to share with them and really get their expertise and their feedback and work through it together. So, please sign up for those. And then yes, as you close out of your Zoom link, there will be a very brief survey that pops up. We ask you to please participate in completing that. It's completely anonymous and it helps us learn uh how our accessibility offerings for today were used. If there's anything that, you know, you can take with you as you go into your work and some ideas for upcoming convenings and programs for you. So we really, really do lean on that information to help design upcoming programs. Finally, we will be sending out a link to this Homepage document which has all of the resources mentioned today. Thank you so much, Kelli and Luis, for providing this material for our audience and also a link to the video when it is online. So, with that, I'd like to thank you and yeah, see you next time. Take care. Bye-bye. Thanks everybody. Take good care. Thank you.