



UDL IN PRACTICE

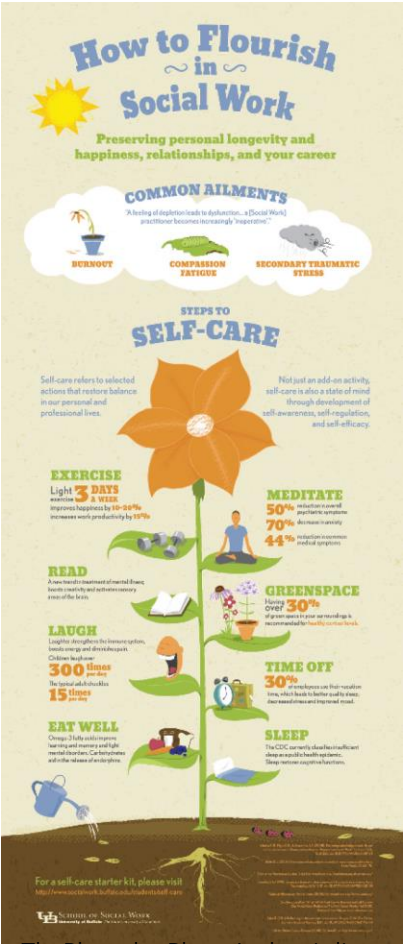
**HOW CAN ACADEMIC TECHNOLOGY HELP
YOUR STUDENTS ENGAGE**

USE MOODLE!



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MULTIMEDIA CREATES OPTIONS



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NEW! BRICKFIELD ACCESSIBILITY TOOLKIT

Course > More Menu > Accessibility Toolkit

- Scans Moodle course content for common accessibility issues
- Organizes findings by images, layouts, links, media, tables, and text
- Shows instructors what needs attention and where it appears

Accessibility toolkit

[Course](#) [Settings](#) [Participants](#) [Grades](#) [Reports](#) [More ▾](#)

Error list

[Activity breakdown](#)

[Content types](#)

[Summary report](#)

[Advanced](#)



ERROR LIST

Error list

Activity breakdown

Content types

Summary report

Advanced

Error details: course

1 2 3 »

Activity	Check	Existing HTML code	Line	Edit
Course -	Link text should be descriptive and provide context about its destination.	 	29	Edit
Course -	Link text should be descriptive and provide context about its destination.	https://www.whalingmuseum.org/	8	Edit



FIND IT. FIX IT. KEEP IMPROVING.

- Error list
- Activity breakdown
- Content types
- Summary report
- Advanced

Error details: course

- 1
- 2
- 3
- »

Activity	Check	Existing HTML code	Line	Edit
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ACTIVITY BREAKDOWN

Error list

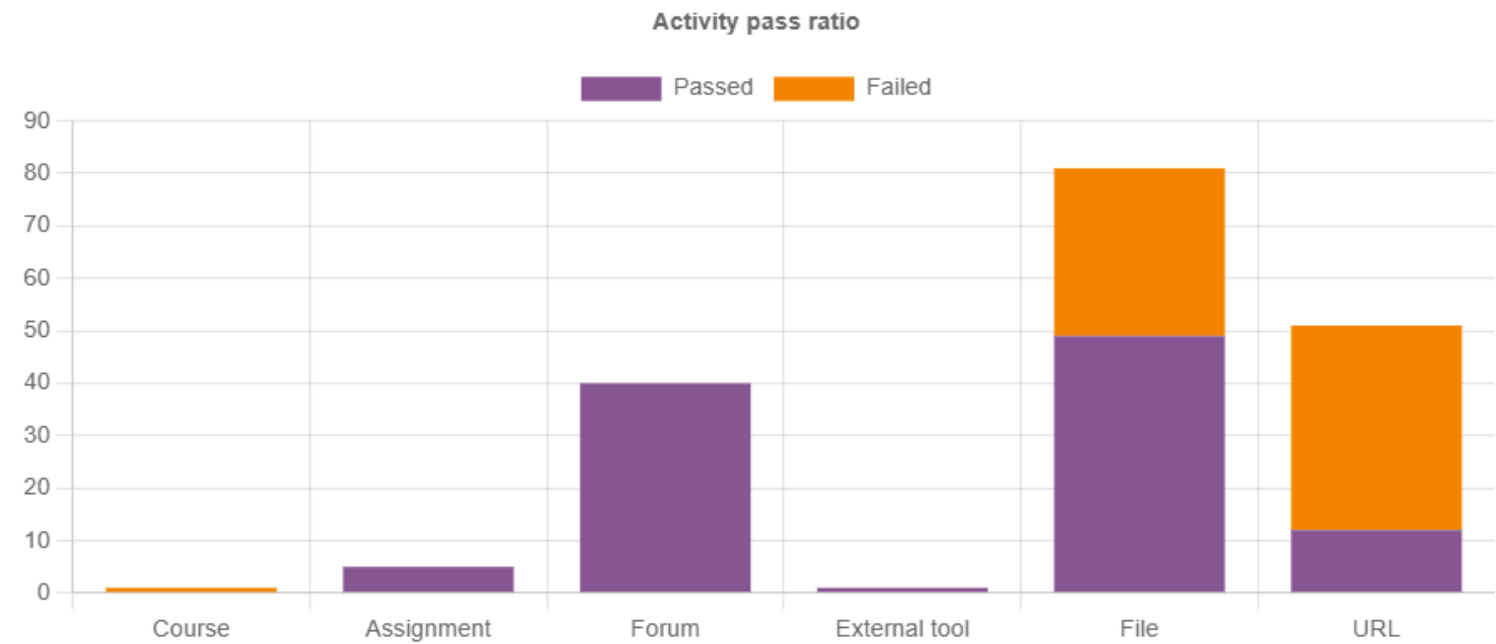
Activity breakdown

Content types

Summary report

Advanced

Results per activity: course

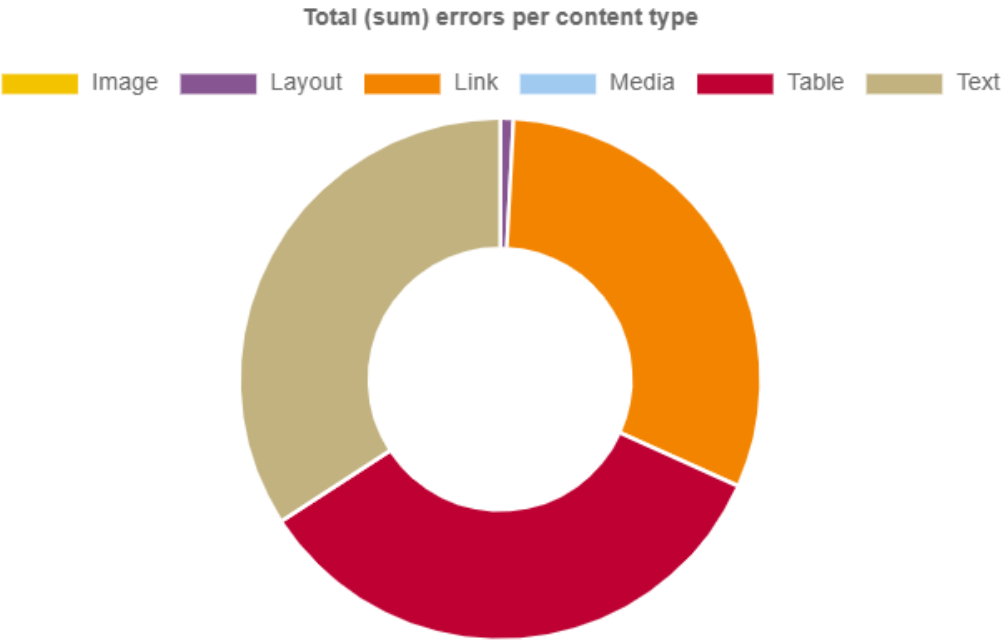


Show chart data

CONTENT TYPES

[Error list](#) [Activity breakdown](#) [Content types](#) [Summary report](#) [Advanced](#)

Results per content type: course



[Show chart data](#)



SUMMARY REPORT

[Error list](#) [Activity breakdown](#) [Content types](#) [Summary report](#) [Advanced](#)

Course

[Download PDF](#)

 **Total activities: 179**  **Passed: 107**  **Failed: 72**

Top errors

Check	Count
Italic (i) elements should not be used; "em" should be used instead.	42
Tables ideally should not be missing headers.	42
Link text should be descriptive and provide context about its destination.	38

No headers makes content less structured and harder to read. 1

Failed activities

Activity	Count
Course	49
URL	41
File	33

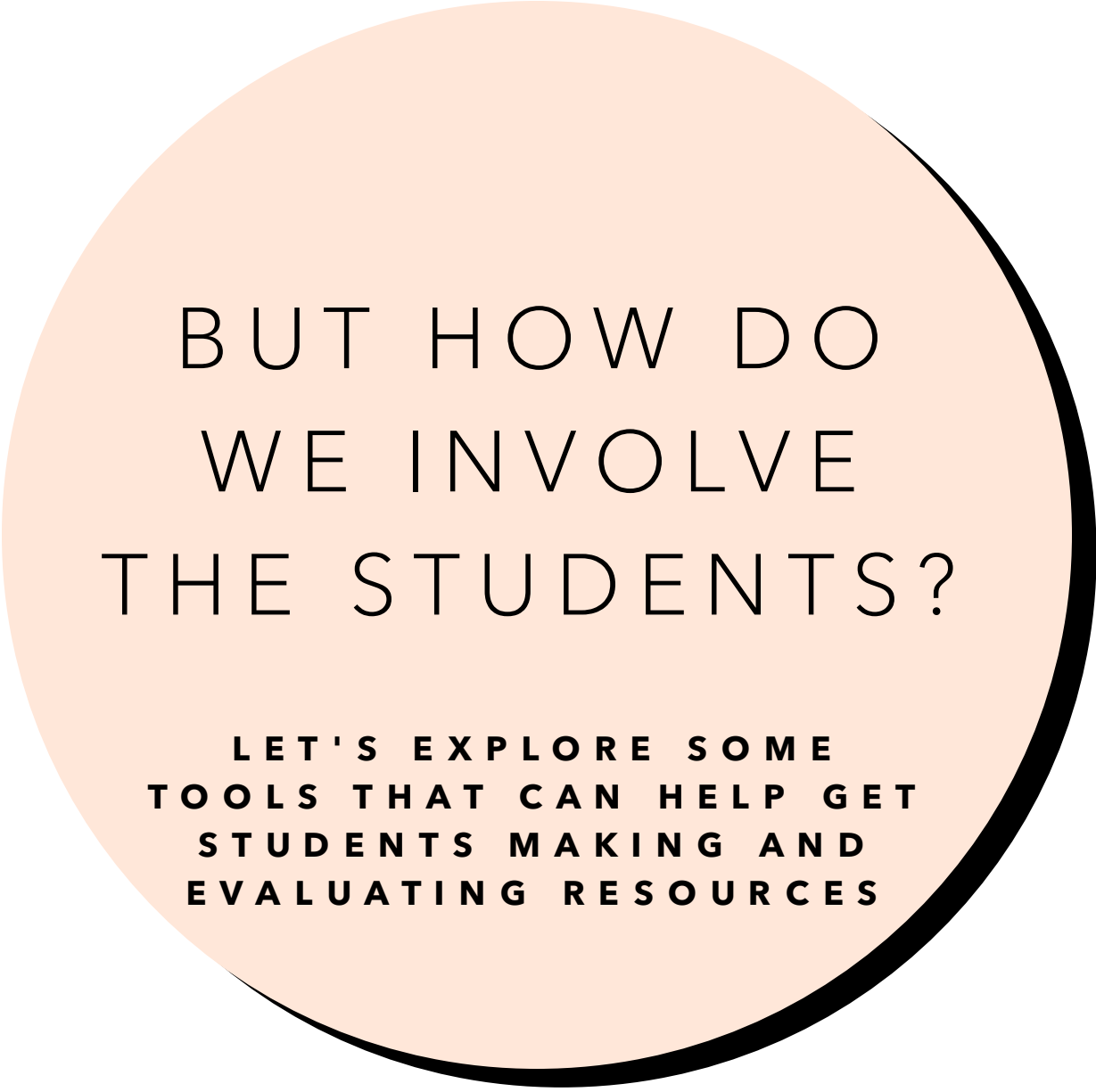
Check errors

Check group	Count
Image	0
Layout	1
Link	38
Media	0
Table	42
Text	42



SIDENOTE: KEEP UDL IN MIND FOR FEEDBACK TOO

- Use a rubric
 - Set the learning goals and expectations clearly
- Consider giving audio feedback (also possible in Moodle)
 - Clarifies tone



BUT HOW DO
WE INVOLVE
THE STUDENTS?

**LET'S EXPLORE SOME
TOOLS THAT CAN HELP GET
STUDENTS MAKING AND
EVALUATING RESOURCES**

HAVE STUDENTS MAKE RESOURCES

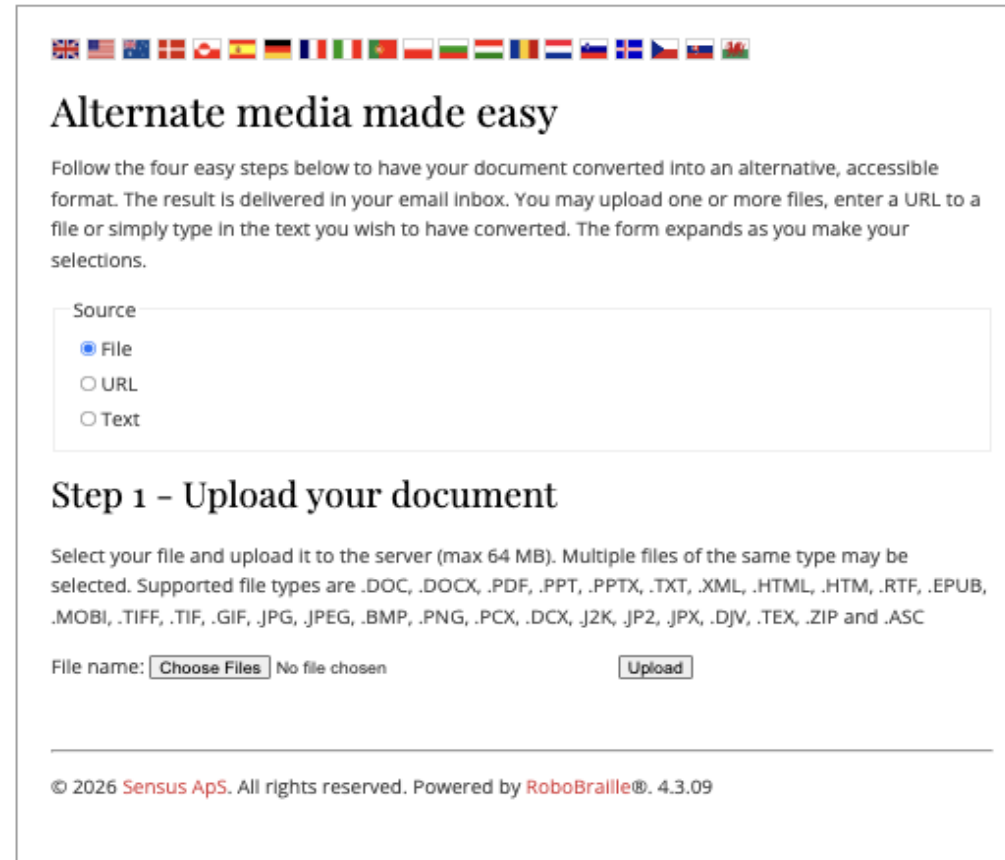
UDL can happen at different levels of engagement and effort.



Let's look at text → audio

HAVE STUDENTS MAKE RESOURCES

Sensus Access



The screenshot displays the Sensus Access website. At the top, there is a row of 18 national flags. Below this, the heading 'Alternate media made easy' is followed by a paragraph explaining the service: 'Follow the four easy steps below to have your document converted into an alternative, accessible format. The result is delivered in your email inbox. You may upload one or more files, enter a URL to a file or simply type in the text you wish to have converted. The form expands as you make your selections.' A form section titled 'Source' contains three radio buttons: 'File' (selected), 'URL', and 'Text'. Below this, the heading 'Step 1 - Upload your document' is followed by instructions: 'Select your file and upload it to the server (max 64 MB). Multiple files of the same type may be selected. Supported file types are .DOC, .DOCX, .PDF, .PPT, .PPTX, .TXT, .XML, .HTML, .HTM, .RTF, .EPUB, .MOBI, .TIFF, .TIF, .GIF, .JPG, .JPEG, .BMP, .PNG, .PCX, .DCX, .J2K, .JP2, .JPG, .DjV, .TEX, .ZIP and .ASC'. A file upload section shows 'File name:' followed by a 'Choose Files' button and the text 'No file chosen', and an 'Upload' button. At the bottom, a footer states '© 2026 Sensus ApS. All rights reserved. Powered by RoboBraille®. 4.3.09'.

Access

Another way to engage with the same material.



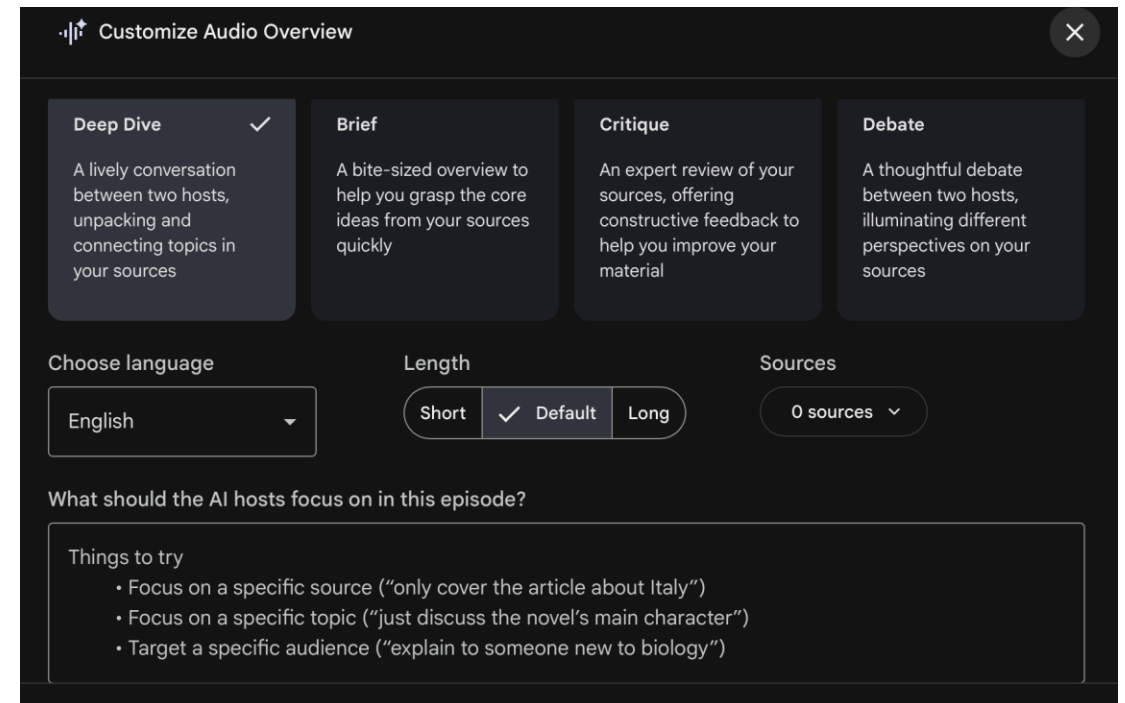
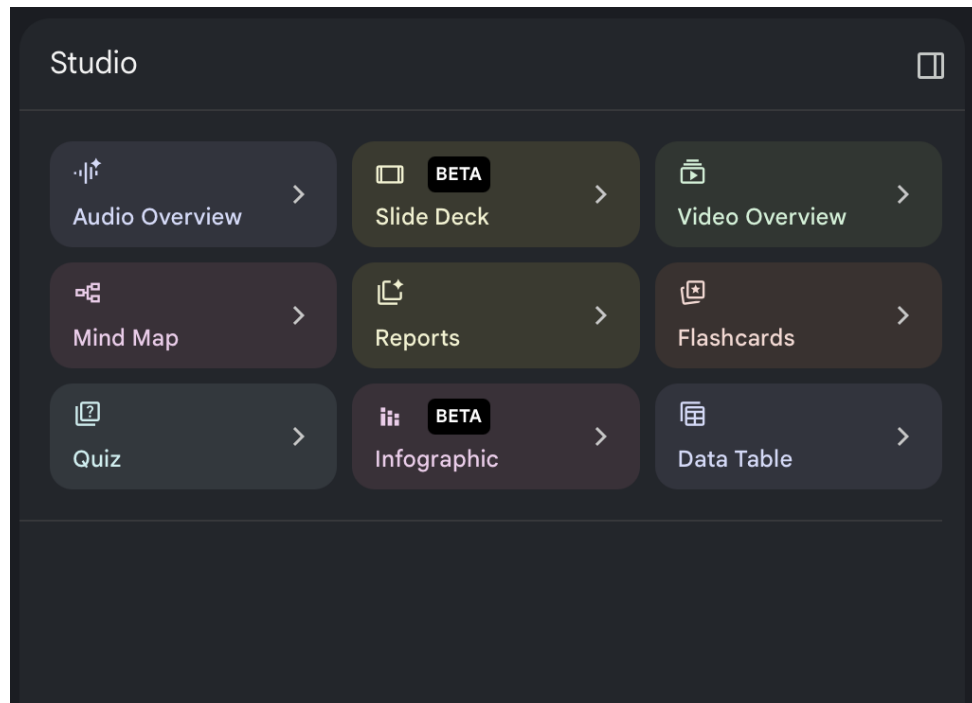


DON'T STOP AT
ACCESS!

**GET YOUR STUDENTS
INVESTED**

HAVE STUDENTS MAKE RESOURCES

Gemini Notebook Podcast (Formerly Notebook LM)



Adapt

Take information and turn it into something new.

HAVE STUDENTS MAKE RESOURCES

Audio Producing

Using Phone or Laptop

- Explain a concept
- Summarize a reading

Podcasting Studio and Kits

- Interview
- Group Discussion
- Produce a podcast



Create

Use your understanding to make something yourself

WAIT...I DON'T WANT TO ASSESS 20
PODCASTS FOR EVERY ASSIGNMENT!



Groups Vs Groupings

Groups

Unit 1 Review

Matt
Loren
Michelle

Unit 2 Review

Sheila
Stefanie

Spoonbill Research

Matt
Sheila

Microplastic Research

Loren
Stefanie

Groupings

Review

Research



THEN CREATE 1
ASSIGNMENT
WITH
DIFFERENT
DUE DATES *

*This is complicated, but it's
what we're here to help with!





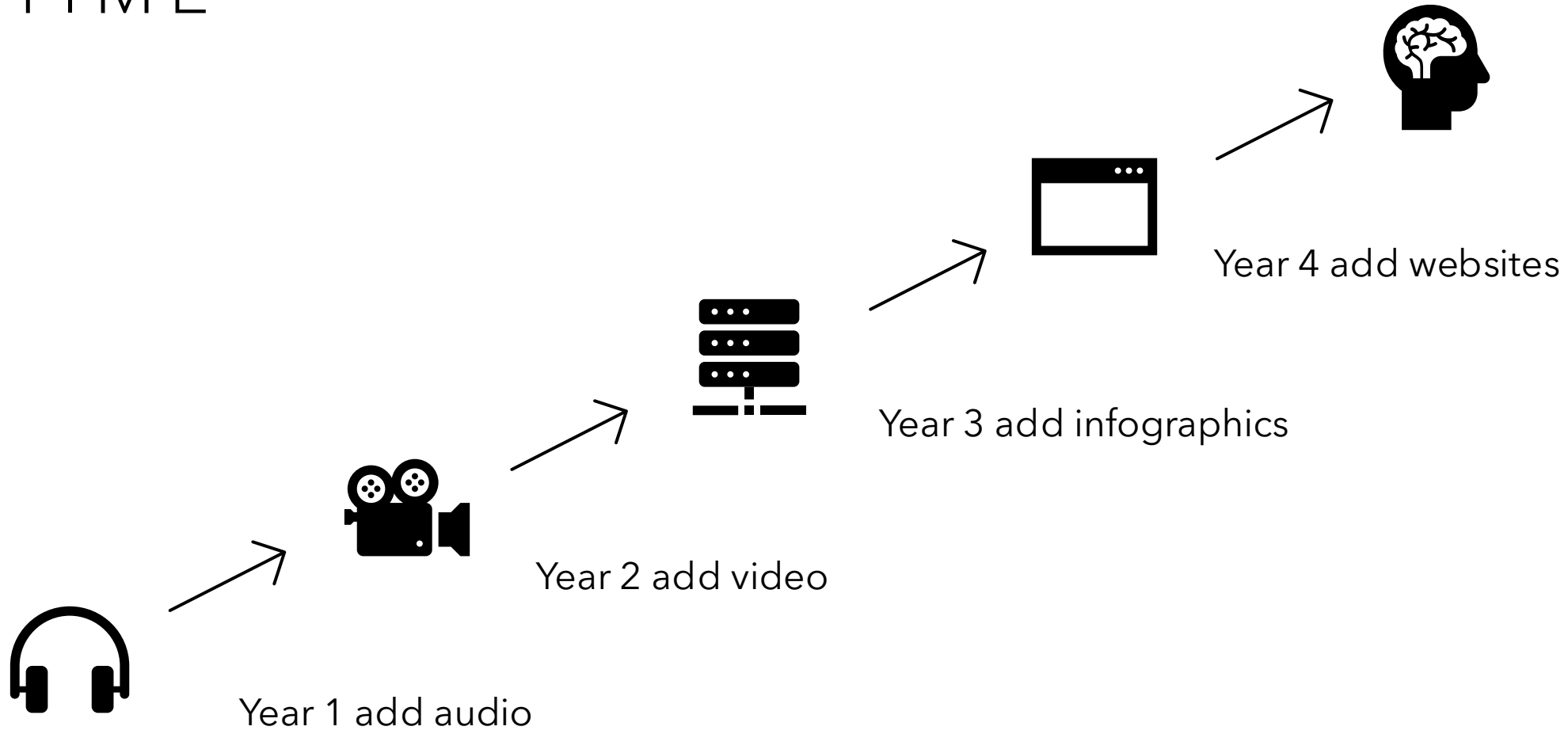
BUT WAIT
THERE'S MORE!

**BUILD A CONTENT
LIBRARY**

BUILD A CONTENT LIBRARY

- Have the other students evaluate the resources produced:
 - What was explained well?
 - Was anything incorrect?
 - Which one was better?
- Have students decide what should be kept for next year's class.

BUILD THE LIBRARY ONE YEAR AT A TIME



WHAT ADAPT AND CREATE ASSIGNMENTS DO

- Customized materials with minimal added effort on faculty
- Gives insight into student understanding
- Increases student engagement for those making the content
 - Forced to review, synthesize, organize, and connect content
- Increases engagement for those reviewing content
 - Hear it multiple ways and critical thinking
- Invites AI to the table, while also cultivating hearty skepticism*

*if using AI



WANT TO LEARN MORE ABOUT YOUR OPTIONS?

Schedule a meeting with your Academic Technologist!

- [Moodle Showcase](#)
- [General Moodle Resources](#)
 - Accessibility Checker
 - [Groups/Groupings](#)
 - Staggered Due Dates
 - [Rubrics](#)
 - [Audio Feedback](#)
- [Sensus Access](#)
- Gemini Notebook
- Audio Recording
- AND MORE!

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