Applying Universal Design for Learning to the Design of Narrated Presentations

Concentration: Approaches to Equity

Format: Conversations that Matter

KENT STATE UNIVERSITY | Ambassador Crawford College of Business and Entrepreneurship

Introductions – ISO Team

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Outcomes

1. Identify challenges of existing narrated presentations from a UDL framework.

2. Discuss strategies to elevate the accessibility of narrated presentations for all learners.
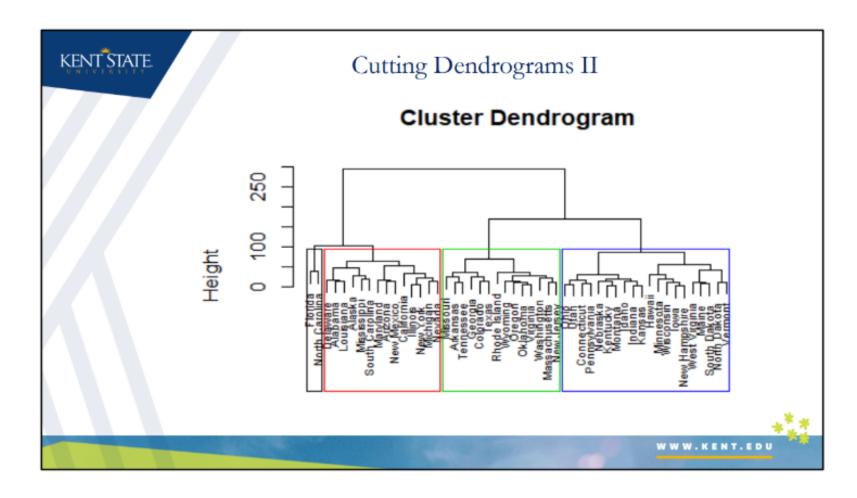
3. Facilitate a discussion on best practices for creating effective narrated presentations and materials.

Role Play

Example 1: View Presentation

Example 2: Read Presentation

This provides a clearer depiction of the 4 clusters.

Example 3: Listen Presentation

Supporting Research

Universal Design for Learning (UDL)

- equitable use
- flexibility in use
- simple and intuitive use
- perceptible information
- tolerance for error
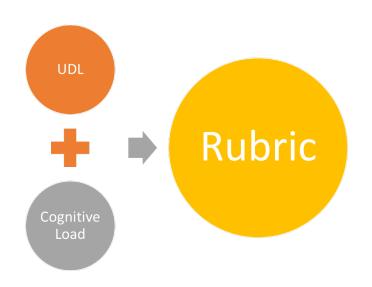
Does accessibility = usability?

Cognitive Load

- Constraints of human cognitive architecture (Amadieu et al., 2011; Pink & Newton, 2020; Rey, et al., 2019)

- increases intrinsic cognitive load (Leahy & Sweller, 2016)

- Splitting Attention (Costley, at al., 2018)

Team ISO's Plan

How can narrated presentations be more user friendly?

Step 1

UDL

+

→

Cognitive Load

Rubric

Step 2 – Assess Narrated Presentations

ACCBE Courses that meet college design standard 6 (combines SRS 8.3, 8.4, and 8.5)

Reflections & Questions

References

Amadieu, F., Mariné, C., & Laimay, C. (2011). The attention-guiding effect and cognitive load in the comprehension of animations. *Computers in Human Behavior, 27(1)*, 36–40. DOI: 10.1016/j.chb.2010.05.009

Costley, J., Fanguy, M., Baldwin, M., Lange, C., & Han, S. (2018). The role of motivation in the use of lecture behaviors in the online classroom. *Journal of Information Technology Education: Research,17(1)*, 471–484.

Leahy, W., & Sweller, J. (2016). Cognitive load theory and the effects of transient information on the modality effect. *Instructional Science, 44*(1), 107–123.

Pink, A., & Newton, P. M. (2020). Decorative animations impair recall and are a source of extraneous cognitive load. *Advances in Physiology Education, 44(3)*, 376-382–382. DOI: /10.1152/ADVAN.00102.2019

Rey, G. D., Beege, M., Nebel, S., Wirzberger, M., Schmitt, T. H., & Schneider, S. (2019). A meta-analysis of the segmenting effect. *Educational Psychology Review, 31(2)*, 389–419.

Thank you!