

Guide for a One-day Workshop, the UDL way

Background Information:

This guide offers professional development providers a systematic structure for designing informational workshops for educators in specific content areas. The guide is embedded in a four step process that considers goals, materials, methods, and evaluation as the key components of every workshop design. The three principles of Universal Design for Learning (UDL) are the foundation for the workshop design and have been adapted for this professional development toolkit. The restated principles are:

- Principle 1: Presenters address “the what” of participant learning (recognition learning), by providing multiple, flexible methods of presentation
- Principle 2: Presenters address “the how” of participant learning (strategic learning), by providing multiple, flexible methods of expression
- Principle 3: Presenters address “the why” of participant learning, by providing multiple, flexible options for engagement.

Common to all three principles is the provision of alternative pathways and choices, addressing the diversity of potential workshop audiences.

In addition to incorporating the principles of UDL as the framework for workshop design, several UDL assumptions underlie the toolkit design and are adapted for this guide:

- Assumption 1. All participants will fall along multiple continua of knowledge, skills, experiences, abilities, and background.
- Assumption 2. Typical audiences are highly diverse.
- Assumption 3. Alternatives provided in anticipation of individuals’ needs benefit all participants and not just those who appear in need.
- Assumption 4. Workshop materials and methods must be flexible, varied, and diverse and provide participants with a wide variety of options.
- Assumption 5. If a workshop is not going as expected, the workshop (goals, materials, methods, and evaluations) need adjusting, not the audience.
- Assumption 6. Collaboration between presenter and participants and between participants and participants is key for a successful workshop.

The one-day workshop takes approximately 6 hours to complete. The workshop can be a one-day offering or segmented to the presenter and audience needs.

Structure of the Procedures Chart:

The Procedures Chart is divided into five components, including:

- I. Pre-Workshop Preparation
- II. Designing the Workshop
- III. Creating the Workshop Agenda
- IV. Preparing Workshop Materials
- V. Implementing the Workshop

Each component presents detailed steps, presenter tips, presenter notes, and links to relevant resources. The presenter may choose to use this guide in its entirety or selectively choose those components, steps, or resources that are most relevant to the workshop planning and design.

I. Pre-Workshop Preparation	Tips
Step 1. Send pre-workshop information form to collect information about audience, expectations, facility, etc.	See “Pre-workshop form”
Step 2. Design the workshop	Refer to II. Designing the Workshop
Step 3. Prepare materials and space	See “Presentation space and materials checklist” and refer to III, IV, and V
<p><i>Presenter Notes:</i></p> <ul style="list-style-type: none"> ○ Arranging the presentation environment occurs on the night before or day of the presentation; however, it is best to understand they type of environment and availability of environmental accommodations prior to designing the workshop. 	
II. Designing the Workshop	Tips
Step 1. Presenter defines workshop goals that represent the intended outcomes of the workshop and that are aligned to participants’ needs and interests	
1.1 Define workshop content	Select content that is relevant to the participants and that is connected to other local professional development initiatives
1.2 Define the essential question	Develop an essential question that is aligned to goals and requires participants to take action (see “Action Steps”)
1.3 Define the workshop goals	Define at least two goals: one goal that focuses on understanding of the workshop content and one goal that focuses on taking action (see “Goals Objectives Worksheet”)
1.4 Define workshop objectives	Identify objectives for each session of the workshop – the objectives are steps leading to achieving the workshop goals
<p><i>Presenter Notes:</i></p> <ul style="list-style-type: none"> ○ Well-constructed goals clearly articulate desired outcomes - What do we want participants to know and do at the end of the workshop? ○ Well-constructed goals allow for multiple ways for achieving the goals – Presenters separate the means for achieving the goals from the goals. ○ Well-constructed goals set appropriate challenges for participants, challenges that direct and motivate learning. ○ Workshop goals (intended outcomes) are not the same as workshop objectives; objectives are steps to achieving the workshop goals. – Each session or element of the workshop is an objective aimed at achieving the overall workshop goals. 	

<ul style="list-style-type: none"> ○ Design workshop goals, objectives, and essential question for three audiences: those focus on the “what” of learning; those who focus on the “how” of learning, and those who focus on the “why” of learning (see “Characteristics of diverse audiences”). ○ Provide participants sufficient time during the workshop to answer and reflect on the essential question. 	
<p>Step 2. Use flexible and varied media and materials that make the workshop content accessible to all participants</p>	
<p>2.1 Represent workshop information in a variety of ways to address the diversity of the participant audience</p>	<p>Represent workshop information in a variety of ways, e.g. graphics, images, text, speech, digital materials, printed and digital agendas, “take away” information in a binder or on a CDROM</p>
<p>2.2 Provide participants with alternative and varied ways to interact with the workshop content</p>	<p>Provide varied materials for interacting with the content, e.g. complete action steps on paper, digital form, using a graphic organizer</p>
<p><i>Presenter Notes:</i></p> <p>Represent workshop information in a variety of ways to address the diversity of the participant audience:</p> <ul style="list-style-type: none"> ○ Present workshop information in alternative formats. For instance, background information that is critical to achieving the workshop goals is accessible from a book, Web site, video, or audio tape. ○ Present workshop information through complementary representations. For instance, the presenter talks about the information and presents a graphic to represent the information or the presenter talks about the information and synchronously uses a concept map to illustrate it. ○ Highlight critical knowledge, concepts, content, etc. by representing these concepts, etc. in images, text, audio, and video where appropriate. ○ Align critical knowledge, concepts, content, etc. to workshop goals. ○ Provide participants with varied formats of “take away” information, i.e. a binder and CDROM of workshop materials. <p>Provide participants with alternative and varied ways to interact with the workshop content:</p> <ul style="list-style-type: none"> ○ More content is not necessarily better, yet, more time to interact with goal related content is better. ○ Give participants many opportunities to express what they are learning in varied formats, e.g. respond to questions in written format, respond on the computer, respond in graphic forms, and talk to others about the contents. ○ Provide varied formats for responding to the essential question, e.g. varied action planning forms. ○ In preparing the workshop materials and media, be sure to align the materials and media with the workshop goals and session objectives. ○ The printed and digital workshop agenda includes all materials and media. ○ Follow the guidelines for using and disseminating copyright materials. (refer to 	

Copyright and Fair Use Guidelines for Teachers at
<http://www.mediafestival.org/copyrightchart.html>)

- Appropriately cite workshop materials and media (see “Citation Maker” at <http://oslis.k12.or.us/secondary/howto/cited/>)
- Select your media and materials for three audiences: those focus on the “what” of learning, those who focus on the “how” of learning, and those who focus on the “why” of learning.

Step 3. Use teaching methods and techniques that are pedagogically effective for all participants.

3.1 Provides multiple examples of intended outcomes and content	Provide both examples and non-examples; it is important to include “non-examples” so participants will know what not to expect
3.2 Highlight critical features of content	Be explicit about the points that participants need to know – do this in a variety of ways, through presentation slides, tone of voice, images, etc.; at the beginning of each session, be explicit about the goals/big ideas of the session and then at the end of the session, review the goals/big ideas that were covered
3.3 Present workshop content in a flexible, multifaceted manner	Use varied techniques to present content, e.g. slides and talk, skits, case stories, model lessons, audience participation activities
3.4 Support background knowledge	Activate current and prior knowledge about concepts to be learned; make connections between familiar and new content or concepts to be learned; use concepts maps and graphic organizers, KWL, or anticipation/reaction guides to activate prior knowledge
3.5 Provide different models of skilled performance	Show authentic examples of what the participants need to know, e.g. if talking about new educational practices, ask a teacher to present the practice
3.6 Provide opportunities to practice what participants are learning	Allow periodic and defined time for exploration and practice with new concepts; (easy to say but hard to do, given that there is usually SO MUCH content to cover, however, less content is often better than more content.)

3.7 Provide feedback to participants during exploration and problem solving activities	When the audience is exploring and practicing, presenter walks around and checks for understanding and provides support as needed
3.8 Provide flexible opportunities for demonstrating understanding and application of new information	Ask participants to make “action steps” that are realistic and tailored to their practice; throughout the workshop, have participants share with others what they are learning, use varied grouping strategies for sharing
3.9 Provide choices of materials and media to learn new content	During the workshop, offer print materials, online resources, or video that illustrates or reinforces new content
3.10 Provide adjustable levels of challenge	Recognize that “one size does not work for everyone” and therefore, it will most likely be necessary to provide both challenge and support for new tasks and content
3.11 Offer a choice of motivational rewards	Offer a certificate, graduate credit, or CEU’s
3.12 Offer a choice of learning context	Provide opportunity for group or individual work; at least one choice session; mix up audience clusters

Presenter Notes:

Presenter uses workshop methods and techniques for participants who focus on the “what” of learning; the “what” participants usually benefit when the presenter

- Provides multiple examples of intended outcomes and content
- Explicitly highlights critical features of workshop content, using graphic organizers
- Presents workshop content in a flexible, multifaceted manner, e.g. use lecture, skits, jigsaw, or think-pair-share
- Supports background knowledge, using such techniques as KWL or Anticipation/Reaction Guide

Presenter uses workshop methods and techniques for participants who focus on the “how” of learning; the “how” participants usually benefit when the presenter

- Provides different models of skilled performance, using such techniques as model lessons or case stories
- Provides opportunities to practice what participants are learning, using think-pair-share or be the roving presenter during exploration time
- Provides feedback to participants during exploration and problem solving activities, i.e. the presenter roams and offers feedback, answers, questions, or directs participants to resources for feedback (including other participants, materials, on-line resources, etc.)
- Provides flexible opportunities for demonstrating understanding and

application of new information

Presenter uses workshop methods and techniques for participants who focus on the “why” of learning; the “why” participants usually benefit when the presenter

- Provides choices of materials and media to learn new content
- Provides adjustable levels of challenge
- Offers a choice of motivational rewards
- Offers a choice of learning context
- In preparing the workshop methods and techniques, be sure to align the methods and techniques with the workshop goals and session objectives.
- The printed and digital workshop agenda includes all techniques and methods, with citations when appropriate.
- Present methods and techniques in a clear and succinct manner.
- Create a teaser for upcoming events or sessions, e.g. before a break note, “when you return we will...”
- At key transitions, summarize the main points, using such things as concept maps and graphic organizers, cooperative learning strategies
- Select methods and techniques that are varied and flexible, to address the diversity of the audience.
- When training trainers, be explicit about the varied techniques that you use, so that they may replicate these techniques in their trainings.

Step 4. Use multiple means of evaluation to accurately measure progress toward achieving the workshop goals.

4.1 Provide varied and frequent evaluations to ensure that the participants are making progress

Evaluations should take many forms, including an end of the day evaluation and frequent and ongoing checking for understanding (formal and informal) during the workshop and during individual sessions

4.2 Provide varied formats for completing workshop and session evaluations

If available, offer participants opportunity to complete evaluations in print or digital format; some participants may prefer to represent their own understanding using images or graphs; progress can also be measured by looking at “action steps”; participants’ understanding may also be assessed by their sharing with others and with the larger group, by skits that teams perform, and/or by activities that they engage in.

Presenter Notes:

- Presenter uses information from evaluation to measure participants’ progress toward achieving goals and to inform use of materials and media and presentation methods and techniques.

- Presenter conducts informal assessments during each of the workshop sessions to check for understanding, using such techniques as

III. Creating the Workshop Agenda	Tips
Step 1. Design a flexible and easily navigable agenda in both print and digital formats	
1.1 Agenda Header, include workshop title, presenter name (include contact information in the footer), organization name, and date(s) of workshop	Refer to “Model Agenda”
1.2 Define workshop goals	Consider focusing on two primary goals: understanding the content and developing action steps
1.3 Identify sessions to be included in the workshop	Session section should include: Title of session, presenter, time, session # in the workshop, session objectives, session materials, session resources with URLs
1.4 Identify breaks and lunch time in the agenda	For every 1.5 hours of sitting and presentation, allow a 10 – 15 minute break (if there is money to support snacks, offer some); allow sufficient time for lunch
1.5 Build in time for exploration, group collaboration, and action planning	Allow just the right amount of time for exploration, etc. to maintain momentum and engagement – this varies with each audience
1.6 Build in time at the end of the workshop for workshop evaluation	During the workshop evaluation, presenter should leave the room, so as not to influence the evaluation.
<i>Presenter Notes:</i>	
<ul style="list-style-type: none"> ○ The printed and digital workshop agenda highlights the workshop goals, objectives, and essential question. The Agenda also identifies materials, activities, and resources. (see “Model Agenda”) 	
IV. Preparing Participants’ Materials	Tips
Step 1. Prepare materials that are relevant and easy to access	
1.1 If the presenter is providing participants with a binder, be sure that it is organized and relevant	Use tabs that are consistent with the session #'s, e.g. if session one is the introduction, then tab one should be the introduction and so on
1.2 If possible, include slides or relevant	Notes and/or slides provide participants with

presentation notes in the session section of the binder	highlights from the session
1.3 If possible, provide participants with a CDROM of binder information.	The CDROM format makes it easier for participants to access online workshop information
<p><i>Presenter Notes:</i></p> <ul style="list-style-type: none"> ○ When developing materials provide alternative formats to ensure that the materials are accessible for all participants. Refer to Section II, Step 2 for more information about materials preparation. 	
V. Implementing the Workshop	Tips
Step 1: Setting up and getting ready for the workshop	
1.1 On the day of the workshop, arrive early to prepare the space	<p>Check on audio, video, and computer equipment, if needed</p> <p>Check on room temperature and lighting</p> <p>Ensure that needed resources (Pens, flip charts, paper, etc.) are available</p> <p>If needed, locate the person who can help with needs and room accommodations</p>
1.2 Informally mix with the audience before the official workshop start	Greeting participants gives the presenter a sense of the audience
<p><i>Presenter Notes:</i></p> <ul style="list-style-type: none"> ○ Being well prepared in advance of the workshop will lead to a successful workshop. 	
Step 2: At the start of the workshop, clearly articulate the workshop goals and orient participants to the materials, expectations, accommodations, and any other “administrivia” that will make the workshop run more smoothly	
<p><i>Presenter Notes:</i></p> <ul style="list-style-type: none"> ○ Present the opening information in a clear and succinct manner ○ Hold participant’s attention by providing participants with engaging and meaningful activities ○ Maintain good momentum throughout the workshop; however, it is also important to be flexible ○ Allow sufficient time for participants to interact with the content ○ Do not let sessions fizzle out ○ Be sure the you frequently check for understanding ○ Be sensitive to participant body language and expressions and be prepared to respond to confusions ○ Provide a climate that is based on mutual respect and support for participants, that promotes confidence 	
Step 3: Implement the workshop design	

3.1 Begin the workshop with an “icebreaker”	Tie the “icebreaker” to the content
3.2 Begin with an engaging activity that sets the stage for the content of the workshop	Get the participants activity involved in the workshop right from the start
3.3 Define clear objectives that support achievement of the intended outcomes	Refer to Resources, Section II for more information on objectives
3.4 Frequently check for understanding and summarize where you are in the presentation	
3.5 Complete an end of workshop evaluation	
<p><i>Presenter Notes:</i></p> <ul style="list-style-type: none"> ○ Design the workshop, so that sessions are connected and build on each other, leading to the desired goals ○ Ensure smooth transitions between individual sessions ○ Frequently revisit the workshop goals and essential questions ○ Ask participants to complete an end-of-the-workshop; when presenters are working on the evaluation, leave the room so that participants will not be biased by [presenter presence ○ Have fun 	