S2022 VIDEO UDL + AEM PROJECT

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OVERVIEW

1. Goal & Objectives
2. Design
3. Implementation
4. Lessons Learned
5. Future Work
PROJECT GOAL

Create a promotional and information video, highlighting accessibility best practices, tools, and strategies used at Virginia Tech.
OBJECTIVES

● Video Length < 10 minutes.
● Include closed captioning and audio description.
● Capture testimonials from faculty and students.
● Design informational graphics about UDL and AEM.
● Encourage faculty to enroll in UDL and AEM.
DESIGN: GRAPHICS

- 21 graphics including:
  - Intro/Outro
  - Transition
  - Interviewee Introduction Graphic
  - Definitions
  - Questions
  - Statistics
Describe UDL in your own words

Describe your familiarity with UDL and AEM concepts

Have you noticed any positive changes in your students’ educational experience since implementing UDL?

What specific ways have you implemented UDL in the classroom?
1 IN 16
public school students have IEPs for specific learning disabilities (SLD) or other health impairments (OHI), which covers ADHD

1 IN 50
public school students have 504 plans

2.3 MILLION STUDENTS
were identified with SLD in the U.S., where they accounted for approximately 5% of public school enrollment

907,207 STUDENTS
were identified with OHI in the U.S., where they accounted for approximately 2% of public school enrollment

UNIVERSAL DESIGN FOR LEARNING GUIDELINES

The “HOW” of learning

EXPRESSION

ENGAGEMENT

The “WHY” of learning

REPRESENTATION

The “WHAT” of learning

BRAILLE

LARGE PRINT

AUDIO

DIGITAL TEXT
VT
AEM & UDL

What is AEM and UDL?

Engagement
Representation
Action & Expression

Explain AEM/UDL concepts

Why is AEM/UDL not popular among faculty?

- Affects course material
- Time issues

Explain misconceptions

Interview Edit

Interview Edit

Disability Statistics

Interview Edit

Interview Edit

Edit clips of Question 2 (implementation of UDL)

Edit clips of Question 3 with just faculty (notable changes with UDL)

How do students feel about UDL?

Edit clips of Question 3 with just faculty (notable changes with UDL)

Interview Edit

Reiterate importance of UDL and AEM

Specify Name, class author, course title and signup

Acknowledgment of VT UDL course

DESIGN:
STORYBOARD
DESIGN - VIDEO DETAILS

- Video Length: 8 minutes 3 seconds
- People Interviewed:
  - Carolyn Shivers, Assistant Professor
  - Alicia Johnson, Visiting Assistant Professor
  - Rachel Mirson, Teaching Assistant
  - Nevada Kershner, Teaching Assistant
- UDL Course found on the Technology-Enhanced Learning and Online Strategies (TLOS) Professional Development Website
IMPLEMENTATION

● Camera and Microphone
  ○ Visual and audio quality is paramount.

● Graphics
  ○ Visual appeal rather than just text filled slides.

● Filming Conditions
  ○ Room Setup
  ○ Filming Angles

● DaVinci Resolve
LESSONS LEARNED

- Start working earlier
  - Storyboard
  - Video Production
  - Interviews
- Test equipment thoroughly
- Gather more feedback
WORK COMPLETED

- Video with a runtime of 8:03
  - Consists of interviews, graphics, and audio
- Interviewed 4 people consisting of faculty and students
  - Each participant had taught or attended classes that employed UDL and AEM
- Used 17 different graphics in the video
FUTURE WORK

● Video Enhancements
  ○ Increasing the video’s accessibility.

● Video Circulation
  ○ Promoting the video on various platforms.

● Additional Videos
  ○ Creating more videos with extra footage.
  ○ Host a collection of small clips on a website.
UDL+AEM Information

- Course Link
  - https://profdev-lms.tlos.vt.edu/courses/2557

- Virginia Tech Accessibility Portal
  - http://vt.edu/accessibility

- VT Accessible Technologies
  - https://www.assist.vt.edu/
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REFERENCES


