

Implementing UDL with Generative AI: Practical Prompts for Inclusive, Learner-Centered Design

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<https://bit.ly/udlgenai>



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Session Objectives

1. Discover assets of learner diversity and generate learner profiles.
2. Review course design elements through neurodiverse lenses to improve existing structures.
3. Generate learner resources that align to UDL Guidelines.

<https://bit.ly/udlgenai>

A photograph of two young women in a library. The woman on the left is smiling and looking down at a book. The woman on the right is pointing at the book with her index finger. The background shows bookshelves filled with books. The image has a blue overlay and a yellow L-shaped line in the top left corner.

Who are your learners?

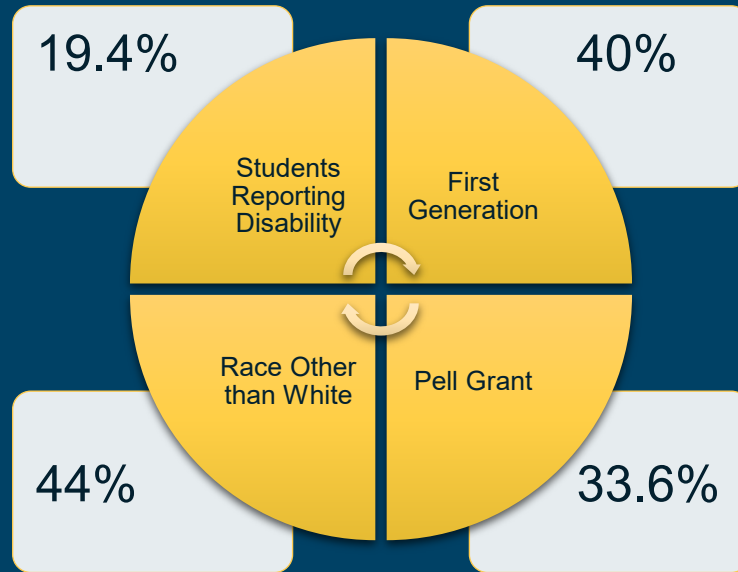
<https://bit.ly/udlgenai>

“A Mythical Creature” (Tobin & Behling)

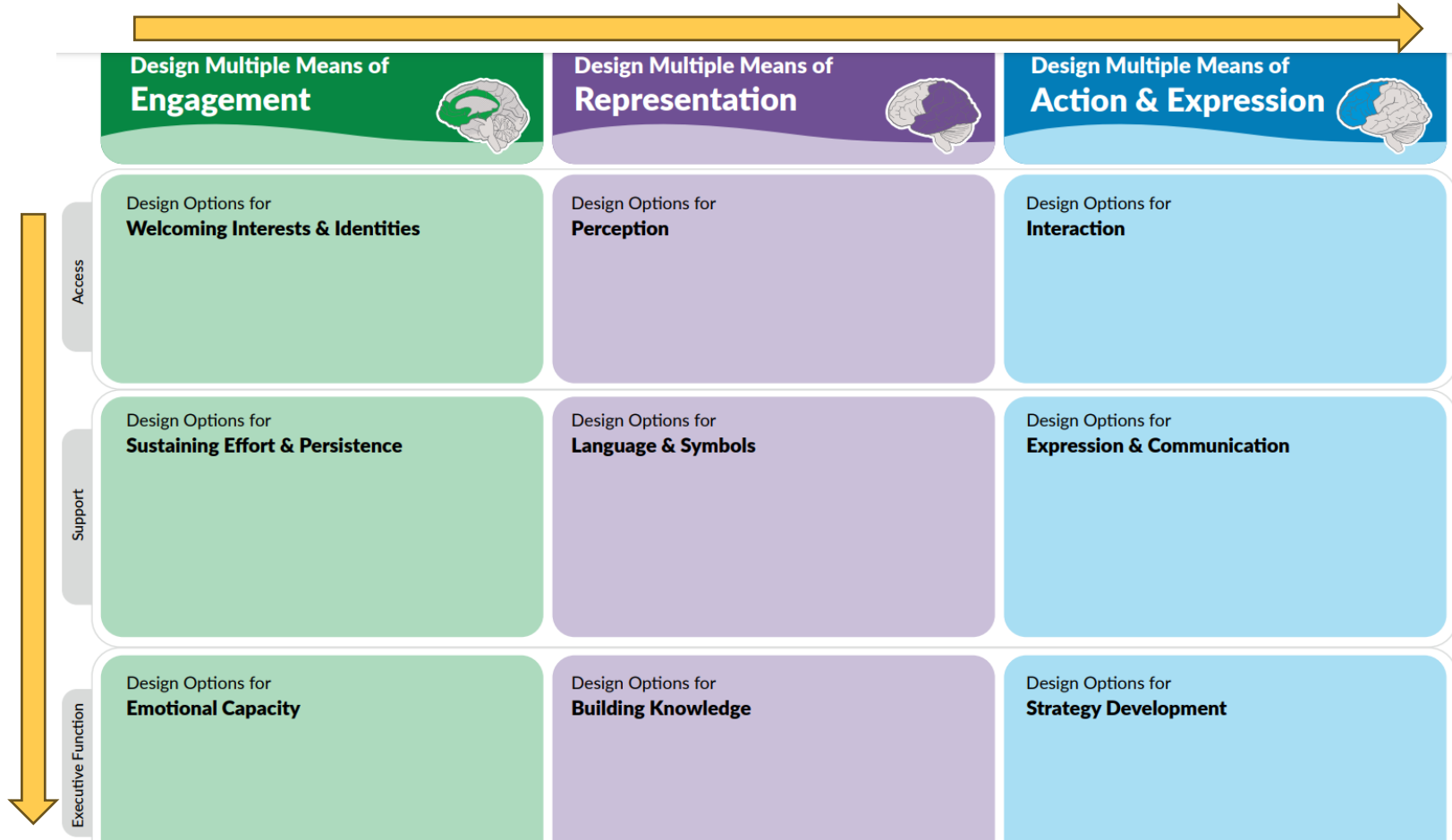


Microsoft Copilot

National Learner Demographics



UDL Guidelines Version 3.0 (July 2024)



Think Further

“It is important to recognize that even the most inclusive instructor might not have familiarity with every student demographic.”

– Addy, Dube, & Mitchell
(2024)



... With AI

Prompting for Learner
Profiles



Learner Profile 1: Marcus (AI Assisted)

Marcus, a first-generation college student in his early 40s, is balancing coursework with full-time work and family responsibilities, making it difficult for him to spend extra time deciphering instructor expectations. Confident in technical subjects but less familiar with ethics, he tends to approach discussions broadly, often prioritizing his own perspective over theoretical frameworks.



(Developed with the assistance of AI-generated insights from ChatGPT)

Image: Microsoft Copilot

Learner Profile 2: Lora (AI-Assisted)



Image: Microsoft Copilot

Lora, a meticulous and high-achieving student in their late 20s, is taking their first online course while working in IT. Accustomed to structured, face-to-face learning, they feel uneasy when instructions lack clarity, often overanalyzing wording and hesitating to post for fear of misinterpreting expectations.

(Developed with the assistance of AI-generated insights from ChatGPT)

The background image shows a serene landscape. In the foreground, a calm river reflects the surrounding scenery. The middle ground is filled with dense evergreen forests covering steep slopes. In the distance, rugged mountains with patches of snow or light-colored rock are visible under a clear sky. A large, semi-transparent blue rectangle is overlaid on the image, framing the text. The text "Debrief Activity #1" is written in a bold, yellow, sans-serif font, centered within the blue area.

Debrief Activity #1

Design Feedback

Once we have a set of learner profiles, how can we leverage them for empathetic perspectives on our course design elements?



Cyber Law and Ethics Prompt

First, be sure to read the provided “Weighted Lotteries” article. Then post to the discussion: Explain the ethical problems with the weighted lotteries algorithm, including algorithmic bias, and the role of the human that would ensure more ethical decision-making according to at least one of the three ethical frameworks we have studied.

Respond to at least 2 peers to complete the discussion.



Learner Profile 1: Marcus's Barriers

The discussion prompt's open-ended nature may lead him to focus primarily on algorithmic bias without fully addressing human decision-making or ethical frameworks, as he lacks the academic support at home to verify whether he is on the right track. Without clear guidance, he may write informally, relying on personal anecdotes rather than applying the studied ethical theories.

(Developed with the assistance of AI-generated insights from ChatGPT)



Image: Microsoft Copilot

Learner Profile 2: Lora's Barriers



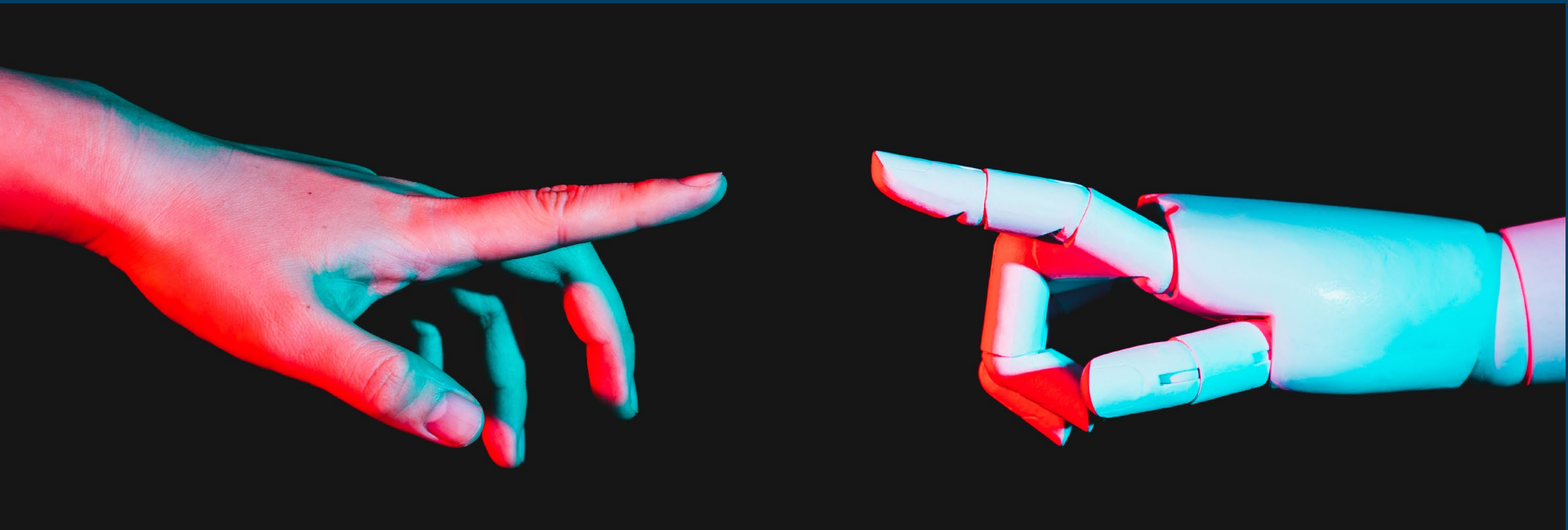
Image: Microsoft Copilot

Without immediate instructor clarification about the discussion prompt, Lora may delay their response or spend excessive time revising, unsure of the correct tone or depth. They also struggle with engaging in peer replies, worried about expected depth and misunderstanding key ethical concepts.

(Developed with the assistance of AI-generated insights from ChatGPT)

Think Further by Partnering with AI

Prompting to Learn and
Evaluate Assignment
Instructions



The background image shows a serene landscape. In the foreground, a calm river reflects the surrounding scenery. The middle ground is dominated by steep, forested mountainsides covered in dense evergreen trees. In the distance, more mountain peaks are visible under a clear sky. A semi-transparent blue rectangular overlay covers the central portion of the image, and the title text is positioned within this area.

Debrief Activity #2



Supporting Learners with UDL-Aligned Resources

- Translation support aligns with UDL Guideline 2.
- Graphic organizer and template support align with UDL Guidelines 3 and 6.
- Rubric support aligns with UDL Guideline 6.

Can AI co-create?

The background image is a scenic landscape featuring a calm river in the foreground, reflecting the surrounding environment. The river is bordered by lush green vegetation and trees. In the mid-ground, there are steep, forested mountainsides covered in dense evergreen trees. The background shows more distant, rugged mountain peaks under a clear sky. A semi-transparent blue rectangular overlay covers the central portion of the image, and the title text is positioned within this overlay.

Debrief Activity #3

Thank You!



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