Universal Design for Teaching & Learning

Tiffany Bailey
Simon Bloor

Accessibility Resources & Service
To make this test fair, everyone has to climb the same tree...
In plain English... UDL says to

• Present **content** to students in multiple ways

• Encourage students to **engage** with new ideas and information in **multiple ways**

• Assess students in **multiple ways**
UDL Principles for Effective Instruction

1. Teaching materials available – use various ways to **REPRESENT** essential class material

2. Instructional delivery used - offer students various ways to **ENGAGE** and participate in **support of affective learning network** in the brain

3. Assessment options - Offer students various ways in which to **EXPRESS** or **demonstrate** what they have learned
Materials
The syllabus

• Give clear course objectives and learning outcomes – essential components
• Include your attendance, participation and grading policy
• Give examples of assignments + rubrics
• Provide ‘assessment schedule’

• Choose digital textbooks that provide additional supports – make reading list available early
In class

• Powerpoints
  – Use contrasting colors
  ...but not too much!!!

  – Include images / videos
  – Make the notes/outline view of the PPT available in advance, in class, after class
Different ways to represent essential course content

Also...use:-

• Videos, podcasts, websites
  – ...and use

• Graphical Representations (GRs)
  – Especially - mind-maps, flowcharts
  – Provide completed GRs - learn by viewing example
  – Collaborative completion of GRs - scaffolding
  – Students construct their own GRs – consolidation
GRs
Example GR Tools

• Popplet
• X-Mind
• Freemind
Handouts

- Accessibility... of handouts
- Actual / physical handouts – font, size, justification, layout
- Electronic handouts – font, size, justification, layout + format...Word / PDF, html

- Make handouts available before class via Sakai or other means
- Outline notes... to provide framework for students’ own notes in-class or use after class
Engagement & Involvement
Offer **varied ways to involve students**

- **Classes to involve...**
  - Small group work, whole-class discussion, hands-on activities
- **Stop...Reflect...Think...**
  - Opportunities for students to review own notes every 10-15 minutes
- **Think...Pair...Share...**
  - Discussion of questions, notes, content
- **Short assignments**
  - One-minute paper, Ticket out the door, students develop own graphical representations
More dramatically…
Out of class

1. **Record / video classes and/or post lecture notes / further reading / resources electronically**


3. Encourage **Google Docs** as means of post class collaboration / support – even facilitate this by identifying class notetaker(s)

4. Offer to **Skype** or use **Google hangouts** for meetings, advising, and to offer feedback

5. Encourage **study buddy, partner work, study groups**, etc. in and outside of class.
Assessment
Offer options... **different ways** assignments can be completed

- Oral presentation, video, project, traditional paper, test, multiple choice, performance, create a game, etc.
- Activities using **different number combos** ...individual, partner, small group
- **Model processes and suggest timescales** – especially early on in a class
- Offer opportunities to **refine a submission** or allow re-submission following feedback
A word about…
‘Testing accommodations’

• Extended testing time
• Low distraction environment

• Stopped clock

• But…one of the biggest challenges…
Quizzes can be (are!) problematic!

– What is the intent of the quiz?
– What other ways you can assess student learning?
– Could you administer quizzes via Sakai?
Universal Design

3 Main Areas

Supportive Materials – pre class / in class
- Detailed syllabus, electronic course materials, rubrics, captioned videos, etc.

Instructional Delivery
- Lecture, small group work, in class untimed writings, designate a class note taker, etc.

Assessment options
- Combination of tests, papers, projects (video, oral presentation), resubmission for extra points, etc.
Summarizing ...the benefits of UDL

For Faculty:-
• Enables you to reach a diverse group of students
• Provides a framework to design a class
• Can increase student participation, achievement, and satisfaction

For Students:-
• Provide students with better access to course content
• Encourages active engagement and participation
• Allows students to show what they have learned
Turn and talk about...

- 3 things you think you can change immediately in your setting:
  - 1 x materials
  - 1 x engagement
  - 1 x assessment
UNC Campus Resources

• Accessibility Resources

• Captioning / multi-media - Winifred Metz - Freddie@email.unc.edu

• Alternative format books –
  – kmhanner@store.unc.edu
  – https://accessibility.unc.edu/students/registered-students/alternative-format-e-text-request

• Web content - http://identity.unc.edu/accessibility-technical-standards/
Accessible Instructional Materials

• Captioned Videos

• Commercial Audio
Resources / more information

• For more case studies
  – http://elixr.merlot.org/

• Learn more about UDL:
  – http://marylandlearninglinks.org/950
  – http://www.cast.org/teachingeverystudent/

• For more on UDL in Higher Education
  – http://www.washington.edu/doit/
  – http://connect.csumb.edu/udl1
  – http://enact.sonoma.edu
  – http://udluniverse.com/