

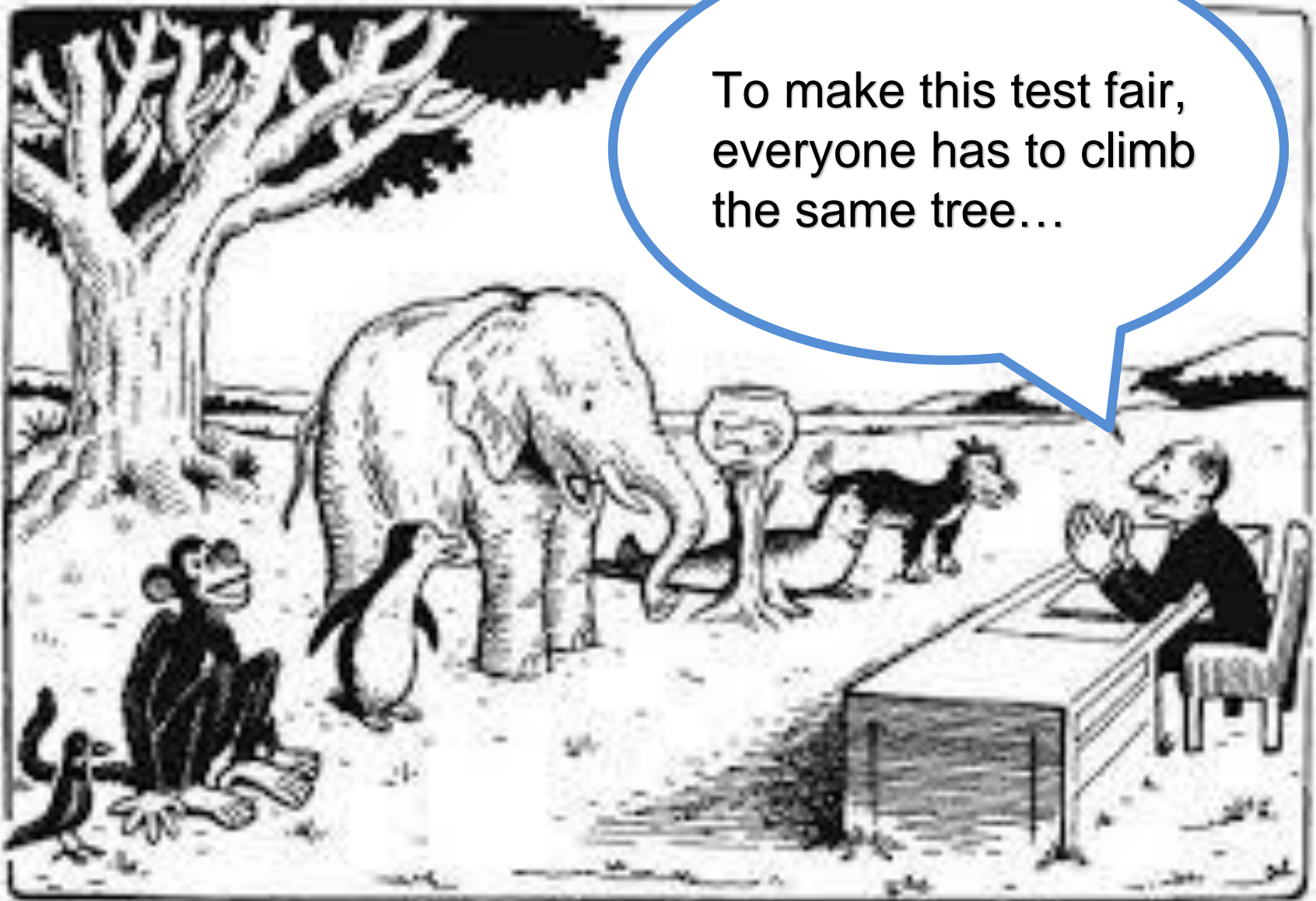
Universal Design for Teaching & Learning

Tiffany Bailey
Simon Bloor

Accessibility Resources & Service

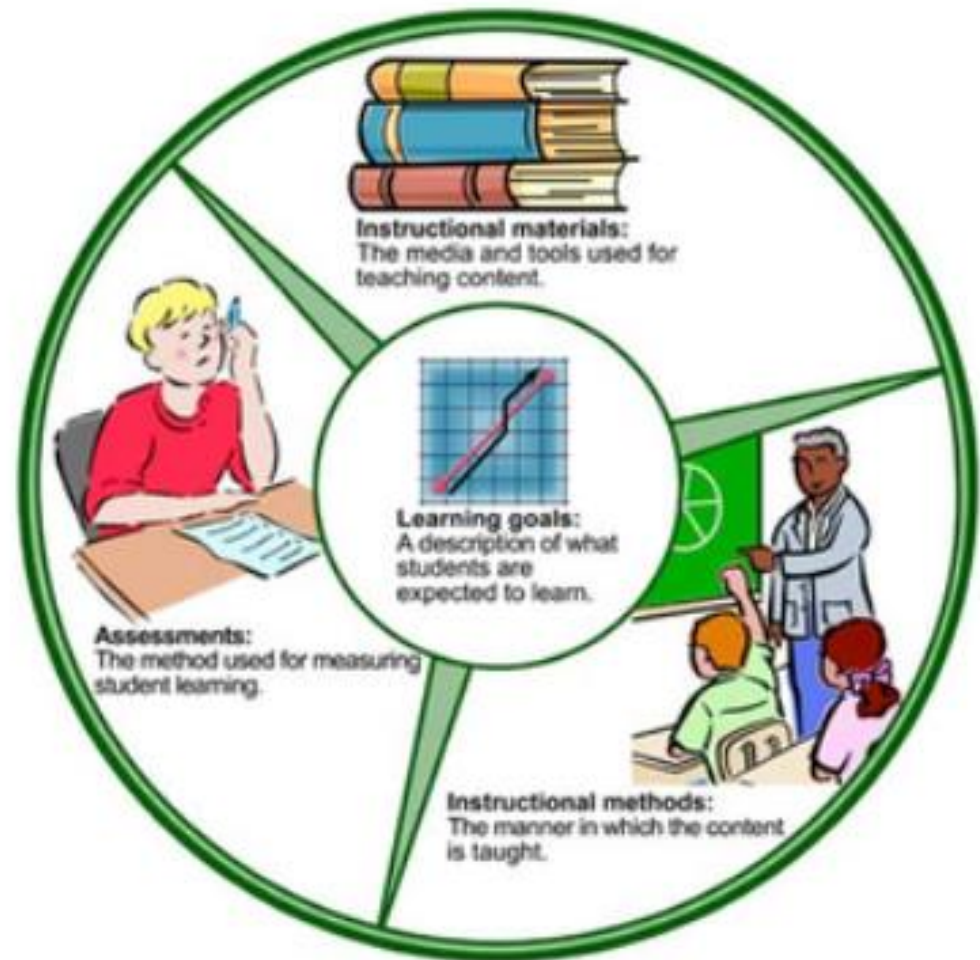


To make this test fair,
everyone has to climb
the same tree...



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

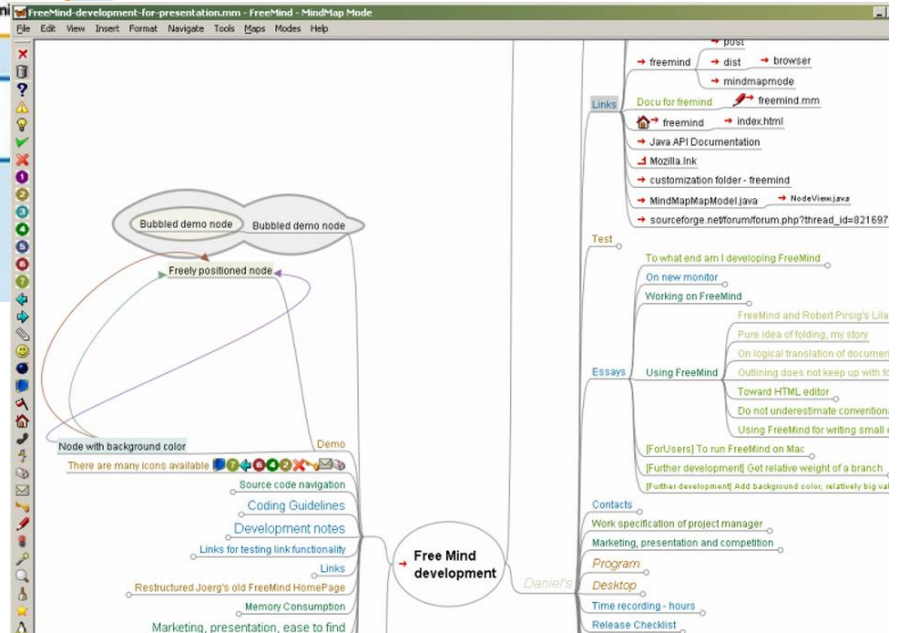
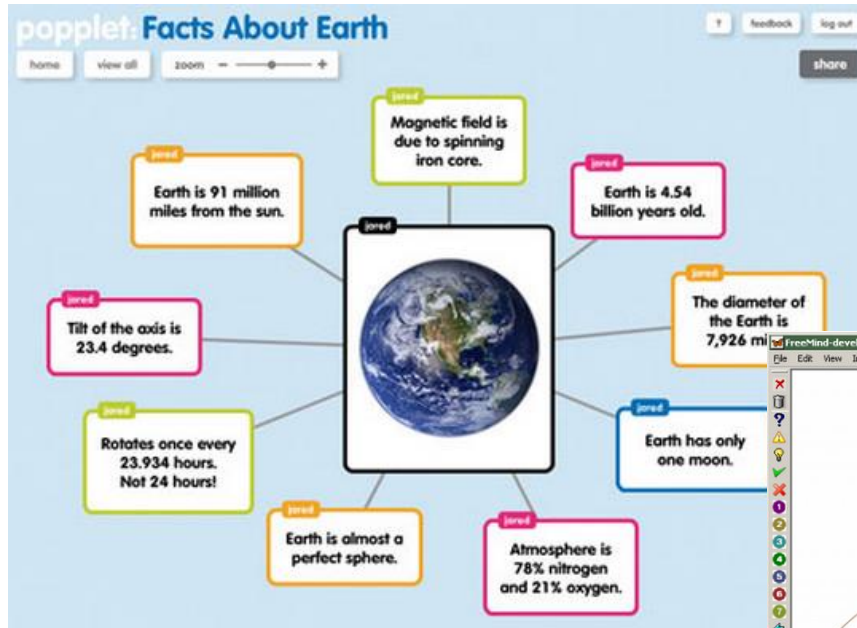


Different ways to represent essential course content

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

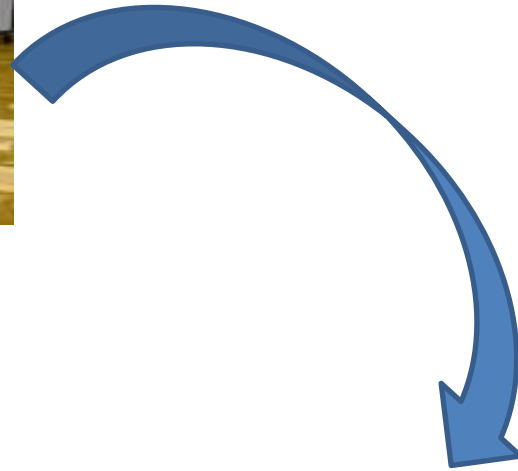
Engagement & Involvement

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
2. Podcasts – see <http://podacre.blogspot.com/>
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!

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**

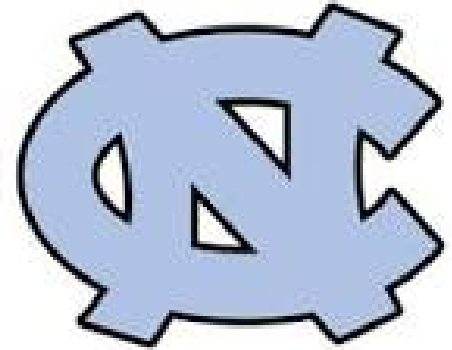
Turn and talk ...



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**

- http://marylandlearninglinks.org/data/ck/sites/121/files/AIM_Sources%20of%20Accessible%20Media.pdf

- **Commercial Audio**

- http://marylandlearninglinks.org/data/ck/sites/121/files/AIM_Sources%20of%20Commercial%20Audio.pdf

Resources / more information

- **For more case studies**
 - <http://elixr.merlot.org/>
 - <http://ctfd.sfsu.edu/best-practices-in-teaching.htm>
- **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/>