Universal Design for Learning
GUIDELINES FOR YOUR ONLINE COURSE
In this session, we will:

- Explore UDL
- Identify the techniques to implement UDL via educational technology
- Plan how to incorporate UDL principles in your online course
Why is UDL important in higher education?

Source: UDL in Higher Education by UDL On Campus.
Universal Design for Learning is a scientifically valid framework for guiding educational practice that...

UDL Framework

Explore UDL

Definition

...provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and...

UDL Framework

Caring & Prioritizing

Skills & Strategies

Recognition

Explore UDL

Definition

...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

How does accessibility intersect with UDL?

Source: Accessibility and UDL by UDL On Campus.
How can you learn if you don’t fit? With an accommodation, you’re being told you don’t belong here naturally; this isn’t the environment for you.

—Lindsey Schuhmacher
Adopt practices that reflect high values with respect to both diversity and inclusiveness.

―Sheryl E. Burgstahler
UDL Techniques

Implementation

How does Universal Design for Learning make a course more inclusive?
UDL Framework

The WHY of Learning

The WHAT of Learning

The HOW of Learning

Multiple Means of Engagement
The WHY of Learning

Not all students are engaged by the same extrinsic rewards or conditions, nor do they develop intrinsic motivation along the same path. **For purposeful, motivated learners, you must stimulate interest and motivation for learning:**

1. Provide options for recruiting interest
2. Provide options for sustaining effort and persistence
3. Provide options for self-regulation
Multiple Means of Engagement

CONSIDER ...

- How can you incorporate variety in your teaching approaches and student learning activities?
- How might you incorporate student interaction and collaboration into your course?
- How might technology be used to engage students in an authentic way?
- What opportunities exist to incorporate student choice?
- How can you encourage student self-regulation and personal coping skills?
<table>
<thead>
<tr>
<th>Multiple Means of Engagement IN PRACTICE</th>
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<tbody>
<tr>
<td>Variety in teaching and learning activities</td>
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<tr>
<td>Interaction with others</td>
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<td>Use of technology</td>
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<td>Student choice of course content</td>
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<td>Self-regulation and motivation</td>
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There is no one way of presenting information or transferring knowledge that is optimal for all students. For resourceful, knowledgeable learners, you must present information and content in different ways:

1. Provide options for perception
2. Provide options for language and symbols
3. Provide options for comprehension
Multiple Means of Representation

CONSIDER ...

- How can you ensure that your course materials are accessible to as many students as possible?
- How might you present main course concepts in more than one format?
- Does your course offer opportunities to encourage student agency?
- What learning activities could emphasize comprehension of key concepts?
- How might you informally gauge student understanding of course concepts?
### Multiple Means of Representation IN PRACTICE

<table>
<thead>
<tr>
<th>Accessible course materials</th>
<th>Use file formats compatible with text-to-speech software; place textbook on reserve in the library; provide links to Creative Commons resources; use OER; post slides, readings, and course materials in advance</th>
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</thead>
<tbody>
<tr>
<td>Multimodal sources of information</td>
<td>Include captions for graphics and transcripts for videos; add video recordings of lectures if allowed; provide models and graphics in addition to text; use animations</td>
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<tr>
<td>Pedagogical approaches</td>
<td>Use different pedagogical approaches to topics or concepts, such as logic, statistics, narrative, case study, multiple perspective, and testimonial</td>
</tr>
<tr>
<td>Student-created materials</td>
<td>Graphic organizer summary; concept maps, metaphors, illustrations, storyboards; students post their class notes (perhaps in small groups); students create their own glossary of terms throughout the course</td>
</tr>
<tr>
<td>Comprehension and key concepts</td>
<td>Study guide (outline and list of key concepts); key concepts overview at the beginning of each class; practice exercises and solutions; highlight patterns and themes between ideas; post FAQs and responses</td>
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<tr>
<td>Check for understanding</td>
<td>Discussion forums; Q&amp;As; student response systems to check for comprehension and guide further discussion</td>
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Multiple Means of Action & Expression

The HOW of Learning

There is no one means of expression that will be optimal for all students, nor one kind of scaffolding or support that will help them as they learn to express themselves. For strategic, goal-directed learners, you must differentiate the ways that students can express what they know:

1. Provide options for physical action
2. Provide options for expression and communication
3. Provide options for executive functions
Multiple Means of Action & Expression

CONSIDER ...

- How might you incorporate multiple means of expression on exams?
- What opportunities exist to incorporate multiple means of expression in assignments?
- How might you provide opportunities for feedback?
- What choices might you offer students regarding assignments, communication, and content delivery?
- What course design decisions can you make to mitigate student anxiety regarding assessment?
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<th><strong>Multiple Means of Action &amp; Expression</strong> IN PRACTICE</th>
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<tr>
<td><strong>Exams</strong></td>
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<td><strong>Assignments and demonstration of skills</strong></td>
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<td><strong>Opportunities for feedback</strong></td>
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<td><strong>Student choice</strong></td>
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<td><strong>Assessment anxiety</strong></td>
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How do I incorporate UDL principles in my course?
Incorporate UDL

When it comes to learning, variability is the rule not the exception.
This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.—Sheryl E. Burgstahler
According to Mark Hofer

Getting Started

**STEP 1:** What do I know that students struggle with related to this [topic or competency]?

**STEP 2:** What kind of options could I include to help them with [those common challenges]?

According to Loui Lord Nelson

Getting Started

- **Reflect** on the needs of your students: What are my student struggling with?
- **Identify** a principle or checkpoint that address that need: How might I use this checkpoint to meet the needs o my learners?
Investigate and create new methods or strategies: What brings this principle or checkpoint to life?

Teach a lesson using the new method or strategy: What does this principle or checkpoint look like in my teaching environment?
Getting Started

- **Assess** the new method or strategy: In what ways did my students demonstrate knowledge or skills?
- **Reflect** on how the new method or strategy worked: How did the principle or checkpoint enhance my students’ outcomes?
Ask Instructional Support and Professional Development (ISPD) for assistance

- Teaching & Learning Library
- Moodle Expertise
- QM (Quality Matters) Coordinator
- OCCDLA (Oregon Community College Distance Learning Association) Representative


UDL On Campus http://udloncampus.cast.org/home#.W3H6Kv5KjUI

Universal Design For Learning Forum
https://udlpdxedu.wordpress.com/2018/04/18/universal-design-for-learning-symposium/