
Universal Design for Learning

GUIDELINES FOR YOUR ONLINE COURSE

OUTCOMES —

Universal Design for Learning

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



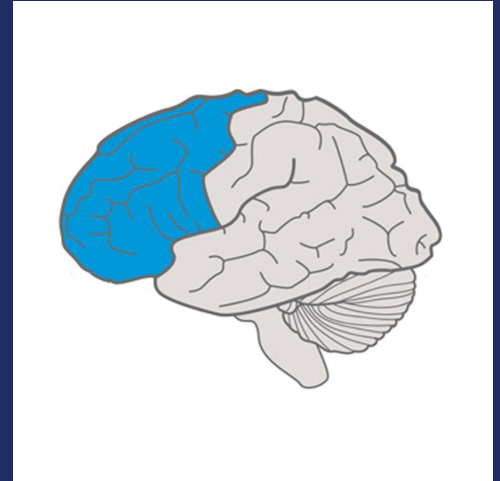
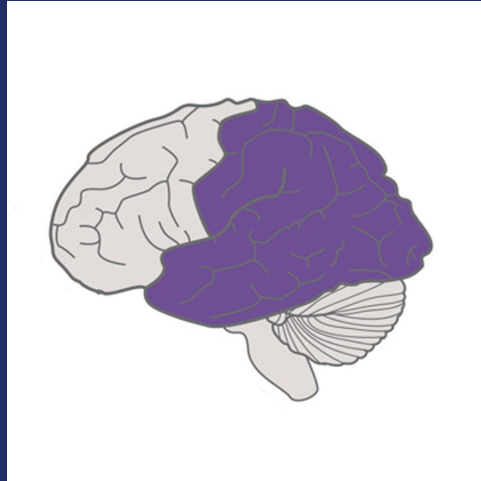
Why is UDL
important in higher
education?

Explore UDL

Definition

Universal Design for Learning is a **scientifically valid framework** for guiding educational practice that...

UDL Framework



Explore UDL

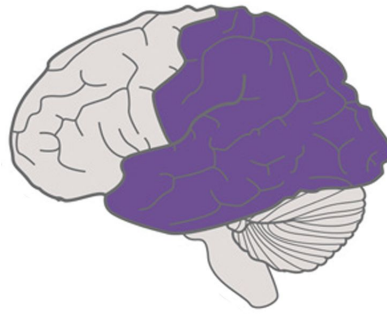
Definition

...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...

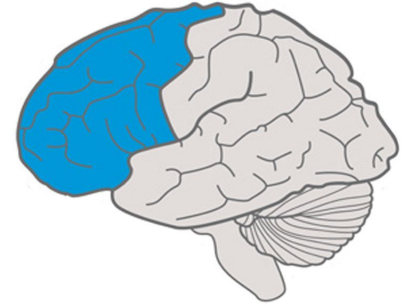
UDL Framework



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?



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?

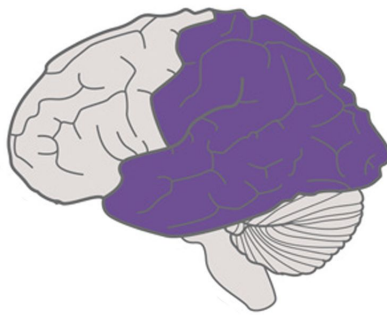
UDL Framework

Engagement



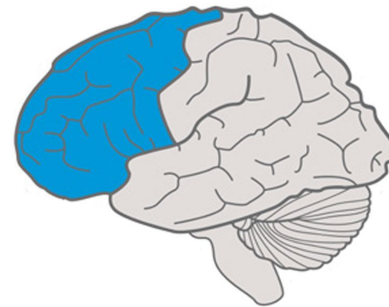
The **WHY** of Learning

Representation



The **WHAT** of Learning

Action & Expression



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?

Multiple Means of Engagement IN PRACTICE

| | |
|---|---|
| Variety in teaching and learning activities | Incorporate small group activities; embed engagement materials in lectures notes, such as sample exam questions or puzzles |
| Interaction with others | Online discussions; problem-based learning; inquiry-learning; study groups |
| Use of technology | Online links to news articles, practice exam questions, videos; student and instructor profiles |
| Student choice of course content | One optional unit or topic after standard units have been addressed; each group researches and presents on a different topic |
| Self-regulation and motivation | Goal setting; provide rubrics at the beginning of an assignment to prompt self-assessment; checklists for students to track their own progress; low-stakes quizzes for immediate student feedback |

Multiple Means of Representation

The **WHAT** of Learning

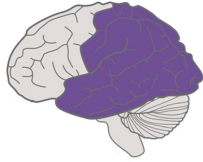


There is no one way of presenting information or transferring knowledge that is optimal for all students. **For resourceful, knowledgeable learners, you must present information and content in different ways:**

1. Provide options for perception
2. Provide options for language and symbols
3. Provide options for comprehension

Multiple Means of Representation

CONSIDER ...

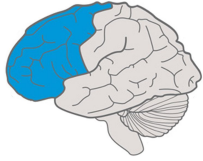


- How can you ensure that your course materials are accessible to as many students as possible?
- How might you present main course concepts in more than one format?
- Does your course offer opportunities to encourage student agency?
- What learning activities could emphasize comprehension of key concepts?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

Multiple Means of Representation IN PRACTICE

| | |
|-----------------------------------|--|
| Accessible course materials | 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 |
| Multimodal sources of information | 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 |
| Pedagogical approaches | Use different pedagogical approaches to topics or concepts, such as logic, statistics, narrative, case study, multiple perspective, and testimonial |
| Student-created materials | 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 |
| Comprehension and key concepts | 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 |
| Check for understanding | Discussion forums; Q&As; student response systems to check for comprehension and guide further discussion |

Multiple Means of Action & Expression



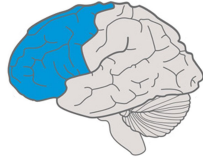
The **HOW** of Learning

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?

Multiple Means of Action & Expression IN PRACTICE

| | |
|---|---|
| Exams | Variety of question types on exams; exam questions that assess various ways of understanding (Bloom's Taxonomy); incorporate graphics into some questions |
| Assignments and demonstration of skills | Presentations; different methods of demonstrating skills, such as role-play, debate, discussions; provide opportunities to develop skills in real settings |
| Opportunities for feedback | Use question sets from the textbook as practice; in-class peer feedback; use rubrics; student-led study groups; cumulative assignments with feedback at various stages; office hours |
| Student choice | Choice of due date or topic; choice of assignment format; incorporate social media as a communication tool; offer tools and technologies to support learner needs and reduce barriers |
| Assessment anxiety | Use assignment guidelines to outline your expectations; provide templates or outlines if appropriate; option to write final exam as a take-home exam if appropriate; provide sample assignments showing feedback and grading if appropriate |



How do I incorporate
UDL principles
in my course?

Incorporate UDL

When it comes to learning,
variability is the rule not the exception.

Syllabus Statement

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?

ACCORDING TO LOUI LORD NELSON

Getting Started

- **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?

ACCORDING TO LOUI LORD NELSON

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?

Just Ask

More Best Practices
Resources

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

References

CAST (2018). *Universal design for learning guidelines version 2.2* [graphic organizer]. Wakefield, MA: Author.

La, H., Dyjur, P., & Bair, H. (2018). *Universal design for learning in higher education*. Taylor Institute for Teaching and Learning. Calgary: University of Calgary.

Rose, D. H., Harbour, W. S., Johnston, C. S., Daley, S. G., & Abarbanell, L. (2006). *Universal design for learning in postsecondary education: Reflections on principles and their application*. *Journal of postsecondary education and disability*, 19(2), 135-151.

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

Universal Design For Learning Forum

<https://udlpxedu.wordpress.com/2018/04/18/universal-design-for-learning-symposium/>