Universal Design for Learning

ELEMENTS OF GOOD TEACHING

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Universal Design in Education

In Instruction	In Services	In Information Technology	In Physical Spaces
• Multiple delivery methods for student participation and engagement • Assignment completion in multiple formats • Assess student learning using multiple methods • Class outlines and notes on an accessible website	• Service counters at heights accessible from a seated and a standing position • Printed publications available in alternate formats (e.g., electronic, large print, Braille)	• Captioned videos • Alternative text for graphic images in web pages so individuals who are blind and using text-to speech technology can access the content • Comfortable access to computers for both left and right handed students	• Clear directional signs that have large, high contrast print • Furniture and fixtures in classrooms that are adjustable in height and allow arrangements for different learning activities and student groupings

Source: The Center for Universal Design in Education DO-IT: Applications of UDE

Universal Design for Learning Paradigm

Recognition Networks (The WHAT)	Strategic Networks (The HOW)	Affective Networks (The WHY)
Multiple Means of Representation	Multiple Means of Action and Expression	Multiple Means of Engagement
For **resourceful, knowledgeable learners**, present information and content in different ways	For **strategic, goal-directed learners**, differentiate the ways that students can express what they know.	For **purposeful, motivated learners**, stimulate interest and motivation for learning

Source: CAST: About Our Work

Universal Design for Learning: Instruction

Recognition Networks: Supportive Materials – before and during class	Strategic Networks: Instructional Delivery	Affective Networks: Assessment Options
Multiple Means of Representation	Multiple Means of Action and Expression	Multiple Means of Engagement
Teaching Materials • Detailed syllabus • Electronic course materials • Grading rubrics • Captioned videos	Instructional Delivery • Lecture • Small group • In class untimed writings	Assignment completion and Assessment Options • Combination of tests, papers, projects (video, oral, presentation, etc.)

UDL: Faculty Responsiveness to Student Diversity

"...faculty who embrace the universal design paradigm proactively design courses to address a student body that is increasingly diverse with respect to race, ethnicity, native language, culture, age, learning style, background knowledge, ability, gender, veteran status, and other characteristics." (p. 31)

Burgstahler, S.E. (2015)

Universal Design for Learning:
A Paradigm Shift

◦ to a social model of disability (looks to products and environments instead of the individual for access barriers)

◦ to disability as a diversity characteristic

◦ to inaccessibility as a problem caused by inaccessible design

◦ to a design focus on individuations with a wide range of characteristics

◦ to a proactive approach that <u>minimizes</u> need for, <u>but is well prepared to offer,</u> reasonable accommodations when needed

Universal Design for Learning:
A Paradigm Shift (cont'd)

An accommodation approach recognizes:

"...the inaccessibility of a course, service, physical space, or a technology to a specific student, views the individuals "deficit" (the disability) as the "problem", and offers an accommodation as a "solution" to that person's problem." (p. 9)

Universal Design for Learning:
A Paradigm Shift (cont'd.)

UDL embraced:

From: "My course videos are not accessible to Dylan because he is deaf."

To: "Dylan cannot access the content presented in my course videos because they are not captioned."
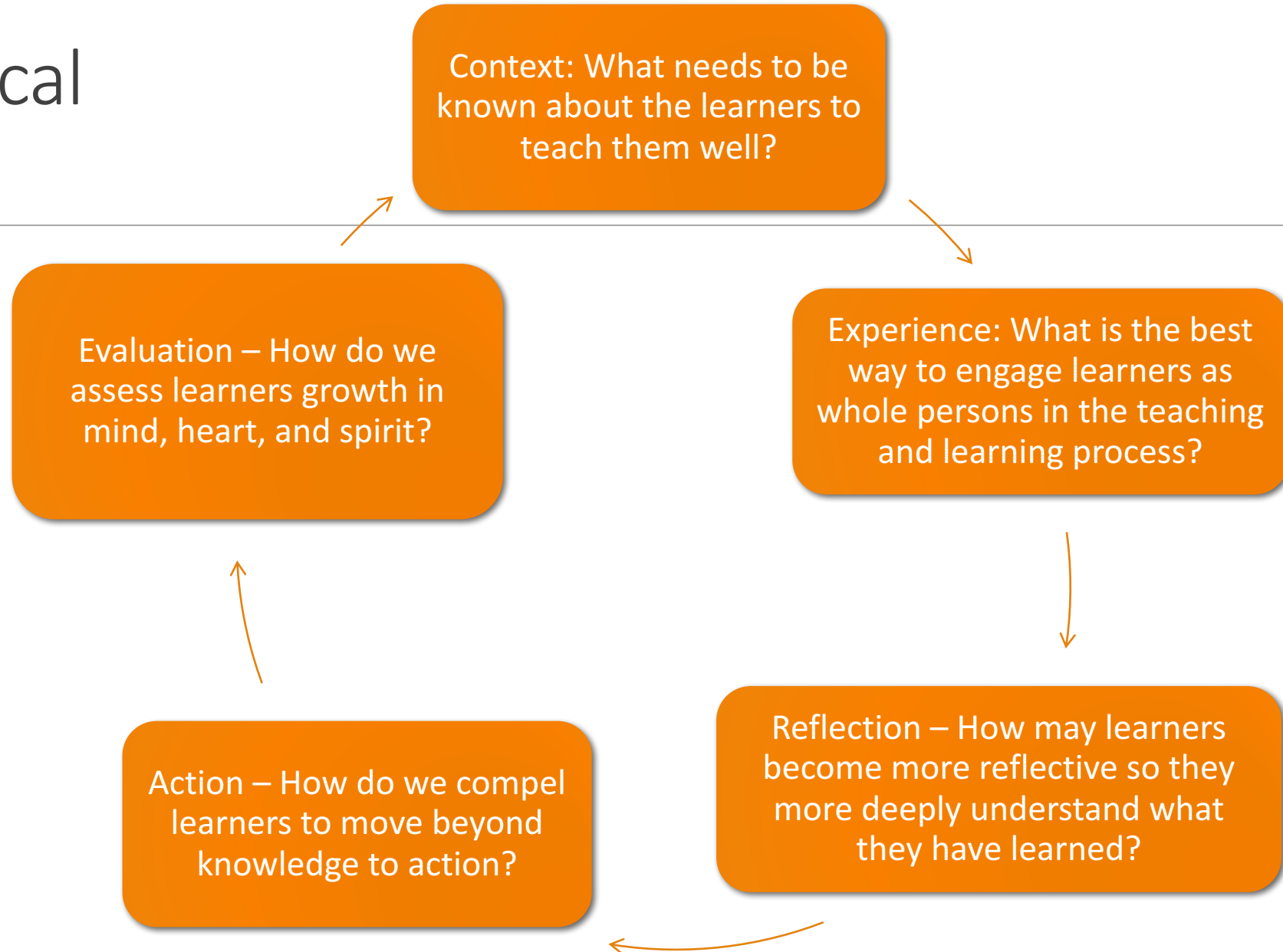
To...

Universal Design for Learning: A Paradigm Shift (cont'd.)

UDL embraced:

"Dylan can access the content in my course videos because I provide captions that benefit students who are deaf or hard of hearing, whose native language is not mine, who wish to search through the content for specific topics, who want to know the spelling of technical words that I use, and/or who want to reformat the content into their own study materials." (p. 21-22)

Ignatian Pedagogical Model

Context: What needs to be known about the learners to teach them well?

Experience: What is the best way to engage learners as whole persons in the teaching and learning process?

Reflection – How may learners become more reflective so they more deeply understand what they have learned?

Action – How do we compel learners to move beyond knowledge to action?

Evaluation – How do we assess learners growth in mind, heart, and spirit?

Source: Elements of the Ignatian Pedagogical Paradigm

Ignatian Pedagogical Paradigm and UDL

Go to: **https://padlet.com/caniglia/UDL**

Context	Experience	Reflection	Action	Evaluation
Instructional Example: Make Cura Personalis a constant theme in the course allowing you to understand the world of the learner so you can best teach the content in a way that it applies to the students' situation.	Instructional Example: Create conditions that include the student's past experiences so they consider the whole of those experiences (feelings, insights, conclusions) in their new learnings.	Instructional Example: Guide students through thoughtful reflections about the content and their thoughts of it. In the process they will learn more about how they learn.	Instructional example: Provide opportunities that challenge the imagination and compel students to take action and create positive change.	Instructional example: Include a basic levels of evaluation: quizzes, tests, projects, but also assess the students' well-rounded growth in the content area and synthesis of it.

Source: MacVie, L., Canisius College

UDL: A journey, not a destination. Start small.

❖Ask students what's working and what's not

❖Demonstrate approachability and empathy

❖Check documents for accessibility as you create them (Remember assistance is available from Disability Access here at GU)

◦ **Tip:** To check PDF Accessibility – try to copy and paste text from the document. If you can copy text, a screen reader can process the information.

❖**Celebrate the UDL principles you already implement, then choose a new one to try!**

Notice the difference…

Left document:

English 1010 Course Description:

The purpose of English 1010 is to teach students to write clearly and to organize complex arguments that engage in a scholarly way with expert knowledge. Toward that end, students will learn to conduct independent bibliographic research and to incorporate that material appropriately into the sort of clear, complex, coherent arguments that characterize academic discourse. More specifically, in English 1010, students will learn that to write clearly means that they must take a piece of writing through multiple drafts in order to eliminate any grammatical errors or stylistic flaws that might undermine the author-audience relationship. They will also learn that, to write with meaningful complexity, they must learn to practice a variety of invention strategies, from the five classical appeals to freewriting to commonplaces to analytic reading strategies to library research – and to revise continuously the material generated by these methods. Students will also learn that, in order to make coherent arguments out of the material generated through these invention strategies without sacrificing complexity, their practice of revision must be guided by certain principles of style and arrangement -- for example, principles of emphasis, cohesion, parallelism, figuration, and syntactic variation, to name a few. Also, students must grow adept in the genre of argument itself through work with models and templates of the sort outlined in the standard rhetorics of argument. Students must learn, moreover, that in order to create effective arguments they must cultivate strategies for analyzing the texts of other – that is, they must grow adept at situating the texts of others in a context, looking at them through the lens of some other body of thought, to see how such a move heightens the significance of certain elements of the text under analysis. And they must learn strategies for active, critical reading, strategies for deciphering why a text might be arranged a certain way and what that arrangement might mean, as well as strategies for summarizing and paraphrasing and quoting. Also, they must learn to conduct research in the library, evaluating sources, incorporating the work of others into their texts and doing so while following the proper conventions of citation endorsed by the Modern Language Association. Finally, in order to maximize the students' potential for developing these abilities, the method of instruction in English 101, week by week, will be organized as a hybrid that combines four different instructional modes: 1) discussions as appropriate to a seminar; 2) hands-on, productive work as appropriate to a studio or lab; 3) brief lectures; 4) regular one-on-one conferencing with the teacher. Through all of these means, students in English 1010 will learn to produce clear, complex, coherent writing with meaningful academic content.

Right document:

English 1010 is designed to help you write clearly and organize complex arguments that engage in a scholarly way with expert knowledge. Toward that end, you will learn to conduct independent bibliographic research and to incorporate that material appropriately into the sort of clear, complex, coherent arguments that characterize academic discourse. Specifically, you'll learn that:

- To **write clearly** means that you must take a piece of writing through multiple drafts in order to eliminate any grammatical errors or stylistic flaws that might undermine the author/audience relationship;

- To **write with meaningful complexity**, you must learn to practice a variety of invention strategies (e.g., classical appeals, freewriting, reading and analysis, and library research) and to revise continuously the materials generated by these methods.

- To **make coherent arguments** without sacrificing complexity, your practice of revision must be guided by principles of style and arrangement, and you must grow adept in the genre of argument itself through work with models and templates established by standard persuasive rhetorics;

- To **create effective arguments**, you must cultivate strategies for positioning texts against each other to familiarize yourself with the arguments of others before developing your own claims, and grow adept at using warrants, evidence, counter-claims, and other rhetorical tropes to craft your own arguments. You will learn strategies for active, critical reading, strategies for deciphering why a text might be arranged a certain way and what that arrangement might mean;

- To **conduct effective research** means utilizing the library, evaluating sources, and incorporating the work of others into your texts using the proper conventions of citation endorsed by the Modern Language Association (MLA). You will also learn strategies and conventions for summarizing, paraphrasing, and quoting others' work to support and develop original claims.

To develop the skills mentioned above, English 1010 balances seminar-style discussions with heavy student participation; brief lectures; hands-on productive work in writing workshops and guided "lab" exercises; and regular one-on-one conferencing with your professor.

By the end of the semester, you will have completed a **minimum of 30 pages of graded prose** as well as a minimum of 5 short low-stakes writing assignments. This page count is standardized across 1010 courses, but not to worry, I will guide you through each stage to make sure you're ready.

Source: Accessible Syllabus

Small changes make a big difference in document design:

❖Ensure readability of course materials:

◦ Use sans serif fonts, 12-14 point sans serif font, 1.5 spacing

◦ Divide large blocks of text into smaller ones

◦ Use sufficient color contrast

Universal Design for Learning: In Sum

Put simply, UDL suggests we:

1. Present content to students in multiple ways
2. Encourage students to engage with new ideas and information in multiple ways
3. Assess students in multiple ways

Source: Universal Design for Teaching & Learning (Bailey & Bloor, 2015)

The benefits?

Faculty	Students
Enables you to reach a diverse group of students	Provide students with better access to course content
Provides a framework to design a class	Encourages active engagement and participation
Can increase student participation, achievement, and satisfaction	Allows students to show what they have learned

Source: Universal Design for Teaching & Learning (Bailey & Bloor, 2015)

UDL embraced…

…just makes a course better!

- ◦ "To be most effective, UD is paired with best practices in the field

   in which it is applied." (p. 15)

Turn and talk...

3 things you think you can do now:

Materials:	Engagement:	Assessment:

Resources

UDL and UDL in Higher Education:

Access College: The Faculty Room

Accessible Syllabus

CAST: About Universal Design for Learning

Fast Facts for Faculty

DO-IT: The Center for Universal Design in Education

Texts:

Burgstahler, S.E. (2015). *Universal design in higher education: From principles to practice* (2nd Edition). Harvard Education Press: Cambridge: MA.

Oslund, C. (2014). *Supporting college and university students with invisible disabilities: A guide for faculty and staff working with students with autism, AD/HD, language processing disorders, anxiety, and mental illness.* Jessica Kingsley Publishers: Philadelphia, PA.

Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing. (Online version available for FREE at http://www.cast.org/our-work/publications/2014/universal-design-learning-theory-practice-udl-meyer.html - .WYJfH62ZPSI