Universal Design for Learning in the College Setting

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Learning Goals for this Session

• Review the **basic principles** of **Universal Design for Learning** – **UDL**.

• See **ways to implement UDL** in college courses.

**NOTE:** Information and resources cited come from [http://CAST.org](http://CAST.org), and [http://udluniverse.com/](http://udluniverse.com/)
What is UDL?
UDL Foundations: Brain-based Learning Networks

**Recognition Networks**
The "what" of learning

**Strategic Networks**
The "how" of learning

**Affective Networks**
The "why" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are recognition tasks.

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- Present information and content in different ways
- Differentiate the ways that students can express what they know
- Stimulate interest and motivation for learning
- More ways to provide Multiple Means of Representation
- More ways to provide Multiple Means of Action and Expression
- More ways to provide Multiple Means of Engagement
Why should you care about UDL?

- Our students have changed.
- Neuroscience reveals that our ways of learning are as varied and unique as our DNA or fingerprints.
- UDL offers a flexible approach to designing instruction.
Another reason for UDL

FOR A FAIR SELECTION  EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Questions??

Comments?
In plain English... UDL says to

• Present **content** to students in multiple ways and in a **variety of formats**, 
• Allow students **multiple ways to express their understanding**, and 
• Encourage students to **engage** with new ideas and information in **multiple ways**.
UDL is not a silver bullet!

UDL is all about providing challenges and supports so that learning occurs for all students!
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• Deciding on your Goals and Purposes for Using UDL
  – Dr. Sandra Yang, who teaches Music at Cal Poly Pomona, describes how she got started using UDL principles in her Introduction to Music classes.
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UDL Principles: Multiple Means of Representation, Expression, and Engagement

• Dr. Neil Lindeman, who teaches Technical and Professional Writing at San Francisco State University, describes how he has changed his classes based on UDL principles
Let’s Summarize Benefits of UDL

For Faculty:
• Enables you to reach a diverse group of students
• Provides guidelines to re-design a course
• Increases 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 find **interesting** about UDL
• 2 things you think you can **use or apply** immediately in your setting
• 1 **question** you still have about UDL
Learn more about UDL

Contact me at bblevin@uncg.edu

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

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

• For more on UDL in Higher Education
  – http://udloncampus.cast.org/home#.VFP4rzTF_Ak
  – http://connect.csumb.edu/udl1
  – http://enact.sonoma.edu
  – http://udluniverse.com/
Steps for Implementing UDL

1. Establish course goals
2. Identify student struggles
3. Choose a UDL Principle to focus on
4. Try 1-2 UDL strategies at a time
5. Evaluate effects
5. Share results

REPEAT...
Turn and talk about…

• What strategies do you have to **represent** content?
• In what ways do you allow students to **express** what they know?
• How do you facilitate student **engagement**?
UDL in College Classrooms
Principle 1: Multiple Representations of Knowledge

• **Getting Started with the UDL Process**

• Dr. Kirsten Ely, who teaches in the Business Department at Sonoma State University, describes how he has changed her Accounting classes based on UDL principles
# UDL’s Guidelines

## I. Provide Multiple Means of Representation

1. Provide options for perception
   - Options that customize the display of information
   - Options that provide alternatives for auditory information
   - Options that provide alternatives for visual information

2. Provide options for language and symbols
   - Options that define vocabulary and symbols
   - Options that clarify syntax and structure
   - Options for decoding text or mathematical notation
   - Options that promote cross-linguistic understanding
   - Options that illustrate key concepts non-linguistically

3. Provide options for comprehension
   - Options that provide or activate background knowledge
   - Options that highlight critical features, big ideas, and relationships
   - Options that guide information processing
   - Options that support memory and transfer

## II. Provide Multiple Means of Action and Expression

4. Provide options for physical action
   - Options in the mode of physical response
   - Options in the means of navigation
   - Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency
   - Options in the media for communication
   - Options in the tools for composition and problem solving
   - Options in the scaffolds for practice and performance

6. Provide options for executive functions
   - Options that guide effective goal-setting
   - Options that support planning and strategy development
   - Options that facilitate managing information and resources
   - Options that enhance capacity for monitoring progress

## III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest
   - Options that increase individual choice and autonomy
   - Options that enhance relevance, value, and authenticity
   - Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence
   - Options that heighten salience of goals and objectives
   - Options that vary levels of challenge and support
   - Options that foster collaboration and communication
   - Options that increase mastery-oriented feedback

9. Provide options for self-regulation
   - Options that guide personal goal-setting and expectations
   - Options that scaffold coping skills and strategies
   - Options that develop self-assessment and reflection
How do I represent essential course content to my students?

• Provide videos, podcasts, websites, and images in addition to regular readings

• Use advanced organizers to represent content and relationships visually:
  – Venn diagrams, concept maps, flowcharts, or other graphic organizers
  – Provide completed GO (Learn by viewing example)
  – Students complete partial GO (This is scaffolding)
  – Students construct their own GO (Learn by doing)
How do I **represent essential course content** to my students?

- Choose **digital textbooks** that provide additional supports

- **Highlight main ideas** in different ways
  - Color code key words
  - Use multiple images and videos

- **Present information in different ways**
  - Use labs, workshops, (virtual) fieldtrips, simulations, internet scavenger hunts, WebQuests

- Provide examples, models, formats, and rubrics

- **Repetition is good!**
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**Principle 1: Multiple Representations of Knowledge**

- Dr. Paul Beckman, a professor in the College of Business at San Francisco State University, describes how he uses UDL in his Information Systems classes.
How do I ask my students to show or express what they know?

• Offer multiple opportunities to complete different kinds of assignments

• Offer choices of ways assignments can be completed
  – Oral presentation, video, project, traditional paper, test, performance, create a game, etc.
  – Individual, partner, small group

• Evaluate process and progress as well as final product

• Encourage re-submission of assignments as appropriate
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Principle 2: Multiple Expression of Knowledge

• Dr. Chingling Lo, who teaches English at Sonoma State University, describes how she has uses UDL principles in her classes to help students express their knowledge.
How do I engage my students in the learning process?

• Offer varied ways to involve students in the learning process
  – Small group work, whole-class discussion, hands-on activities
  – Use clickers or phones to answer quiz questions
• Pause and think
  – Independent review of notes every 10-15 minutes
• Think-Pair-Share: Discussion of questions, notes, or applications of content
• Short writing assignments
  – Quick write, One-minute paper, Ticket out the door
How do I engage my students in the learning process?

• Digitally record classes and/or post lecture notes electronically
• Offer clear and specific feedback on assignments, and encourage revisions
• Use LMS to offer video feedback
• Offer to Skype or use Google hangouts for meetings, advising, and to offer feedback
• Encourage study buddy, partner work, study groups, etc. in and outside of class.
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Principle 3: Multiple Means of Engaging Students

• Dr. Chingling Wo, who teaches English at Sonoma State University, describes how she engages and motivates her students by using UDL principles.
Let’s Review the Process

1. Select a Course
   What Threshold Concepts?

2. Reflect on UDL
   What you teach
   How you teach
   How you assess
   What requires attention first?

3. Implement Changes & Assess Outcomes

4. Evaluate Outcomes
   Did it work?
Some UDL References


